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ABSTRACT

This competency-based shorthand I curriculum is organized into 19 learning units composed of 1 or 2 competencies. For each learning objective, a student competency sheet is provided with the following information: unit number and title, competency statement, performance objective, list of learning activities, and criterion evaluation. Where appropriate, handouts, experiments, and test questions with answers are provided to enable the student to complete the learning activities. Competencies covered include dictation, transcription into longhand, transcription at a typewriter, spelling, punctuation, and proofreading. Appendixes include a list of required instructional aids; a goal chart for dictation/transcription; a performance record card; and a bibliography of required books, workbooks, texts, and suggested references. (YLB)

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COMPETENCY-BASED EDUCATION CURRICULUM

FOR

SHORTHAND I

Prepared by

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Boone County Vocational Technical Center
Madison, West Virginia

Produced at

THE WEST VIRGINIA VOCATIONAL CURRICULUM LABORATORY

by

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This curriculum was developed by The Boone County Vocational Technical Center through the cooperation and support of the Bureau of Vocational, Technical and Adult Education, West Virginia Department of Education, Charleston, West Virginia.

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PREFACE

It is with great pleasure that we bring you another West Virginia competency based education (CBE) curriculum. This competency based Shorthand I was developed under contract by Boone County Vocational-Technical Center for West Virginia. The effort was coordinated by staff of the West Virginia Bureau of Vocational, Technical and Adult Education.

This document is organized into nineteen learning units. The learning units and the competencies for each are given in the table of contents. Each student competency sheet includes the unit, competency statement, performance objective, learning activities and criteria evaluation. Where appropriate, student handouts and answer keys are included.

The competency based Shorthand I curriculum was disseminated to West Virginia Business and Office instructors at regional inservices conducted in the Spring of 1982. Additional copies of this curriculum are available from the:

West Virginia Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Telephone: 372-8673 or
in-state toll free 1-800-642-2670

I trust this material will be of assistance in your program. Any suggestions you may have for improving this curriculum may be sent to the Vocational Curriculum Laboratory. Through this feedback we plan to continually update and revise our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

Clarence E. Burdette

Clarence E. Burdette
Assistant State Superintendent of Schools

ACKNOWLEDGEMENTS

The Boone County Board of Education and the Vocational Bureau wishes to express its appreciation to the many persons who have contributed to the development of the competency based curriculum for "Shorthand I". It is the product of many years of continual effort, in developing what we believe is an excellent program for providing a job entry level training program for business and office education and secretarial training. The curriculum for "Shorthand I" has been developed by:

Boone County Board of Education-
Kenneth R. Mabe, Superintendent
Jimmy H. Dolan, Vocational Director

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Masil Scragg, Scott High School
Mary Adams, Business Instructor, Retired
Joe Taglienta, Madison-Danville Junior High School, Principal, former Curriculum Specialist, Boone County Career Center
Boone County Career Center Craft Committee for Business Education

We are especially grateful to the members of our Business Education Advisory Committee who helped us isolate the program competencies and who have contributed their efforts in bringing the program to function and to our former Curriculum Specialist, Joe Tagliente, who provided the leadership, we owe our heartfelt thanks. Without the combined efforts of all those involved, this program could not have been accomplished.

Jimmy H. Dolan
Director of Vocational Education

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BO/SH-1/11/01: Takes practiced dictation at 55 words per minute and transcribes

BO/SH-1/12/01: Takes unpracticed dictation at 60 words per minute for three minutes and transcribes

BO/SH-1/13/01: Takes unpracticed dictation at 70 words per minute for three minutes and transcribes

BO/SH-1/13/02: Reads aloud from practiced material at 140 words per minute with 95% accuracy

BO/SH-1/14/01: Takes unpracticed dictation at 80 words per minute for three minutes and transcribes

BO/SH-1/15/01: Takes unpracticed dictation at 90 words per minute for three minutes and transcribes

BO/SH-1/15/02: Reads aloud from practiced material at 160 words per minute with 95% accuracy

BO/SH-1/16/01: Takes unpracticed dictation at 100 words per minute and transcribes

BO/SH-1/17/01: Takes unpracticed dication at 110 words per minute and transcribes

BO/SH-1/17/02: Reads aloud from practiced material at 180 words per minute with 95% accuracy

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INTRODUCTION TO COMPETENCY BASED EDUCATION

The Shorthand I curriculum has been developed by the following procedures and using a format referred to as Competency Based Education (CBE).

CBE is not a new approach to curriculum development and vocational instruction, but rather it is a group of techniques and methods that have proven successful in various training settings. From a curriculum development standpoint, CBE means the following things:

1) The curriculum is based on and written around a listing of competency statements that are occupationally relevant. Competency statements are nothing more than a listing of knowledge, attitudes, and skills demonstrated by an incumbent worker.

2) Once competency statements have been written and validated through a review by industry representatives, performance objectives are written for each statement. Performance objectives state what, under what conditions, and how well a student must perform in the training setting. The objectives are written to "mirror" the competency statements as closely as possible.

3) Another way to look at performance objectives is that they describe a test situation. They describe the situation that will be used to test whether a student is competent--whether he or she can perform as stated in the competency statement. Test situations (examinations) are written for each performance

objective. They may be a list of questions to answer, situations to respond to, or actions to be performed.

The Student Competency Sheets have been written for the student to read and follow. They contain the following:

1) A Unit Number and Title
2) A Competency Statement
3) A Performance Objective--the actions portion of a Performance Objective tells the student what he/she needs to do to demonstrate competence. The conditions portion of each objective tells the student what he/she will need or have to work with during the test situation. The standards portion of each objective states how well the student must perform.
4) A list of Learning Activities--the student is expected to read these. By following the Learning Activities, the student will know what to get, where to go, and what to do in the training areas. The activities let the student know when the assistance of the instructor is required.
5) Some Learning Activities would include Handouts, Experiments, and Test Questions with Answers.

A generalized implementation procedure for a Student Competency Sheet is as follows:

1) The student reads the complete Student Competency Sheet.
2) If pretests are used in the implementation procedure, the student may decide to take a pretest.
3) In most instances Learning Activities may be completed in any order based on the student's needs.

4) In some instances the student can self-check responses to Learning Activities. In other cases, which are clearly identified, the instructor will need to check procedures and responses.

5) The student should request that the examination be given as a posttest.

6) Both pre and posttest are scored immediately. If the student does not attain competency on the posttest, the instructor should assign Learning Activities accordingly.

STUDENT COMPETENCY SHEET

Unit: Shorthand I (Introduction)

Competency Statement: 01 Demonstrates knowledge of course procedure and its significance in the job market

Performance Objective: 01 Given a proper introduction to shorthand and its place in the world of work, course procedure, and the origin of shorthand, you will demonstrate your knowledge by retrieving a coded competency sheet from the file and explaining its parts satisfactorily to your instructor along with completion of Activity 4.

Learning Activities:

1. Attend a large group lecture by your instructor on introduction to Shorthand I, the importance of shorthand in the world of work, and the correct procedure for studying shorthand. A group discussion will follow the lecture so that you may ask questions.

2. Read the Handout, "John Robert Gregg and his Shorthand System." Be prepared for a group discussion.

3. If possible at this time, your instructor will plan and accompany you on a field trip to one or more local firms where secretaries use shorthand on the job. As you observe the secretaries at work, politely ask at least one question concerning their work, company policy, equipment, benefits, dress code, etc, from the Field Trip Questionnaire.

4. Write a paper (not more than one page) on "Why I am Taking Shorthand and the Job I Hope to Have in the Future."

Student Competency Sheet - page 2

Criterion Evaluation:

You will retrieve a Student Competency Sheet and explain its various parts after your instructor gives you a program code. Also, the completion of Activity 4 will fulfill this competency.

STUDENT HANDOUT

John Robert Gregg's Shorthand System

John Robert Gregg lived a remarkable career of more than eighty years. His unusual achievements as inventor, teacher, publisher, businessman, and benefactor make an inspiring story which should never cease to spur business students to the best realization of their possibilities.

Gregg, the youngest of five children, was born in Ireland in a home of humble circumstances. He appeared to his parents and to the headmaster of his school to be the least promising of the children.

A family friend, fortunately, sensed a spark of genius in John, who by the time he was ten years old had become interested in the study and use of shorthand. His enthusiasm for this study so completely possessed him that all his talents were awakened, to the extent "that I was able to make rapid progress in other subjects which had seemed absolutely impossible to me previously."

This concern for shorthand led him to an intensive study of all available shorthand systems. In this exciting pursuit and mastery of shorthand knowledge, Gregg began at the age of thirteen to envisage further possible improvements of a shorthand system and to formulate the principles by which such a system should be developed. The controlling principle by which he was guided in his scholarly research was to attain the highest possible simplicity in the alphabet and construction of a shorthand system.

At the conclusion of his rigorous and penetrating endeavor--and still only nineteen years old--Gregg wrote the following in the preface for the manuscript of his shorthand system: "A great and increasing demand for a simple, rapid, and perfectly legible phonetic hand-writing for general use has led to the invention of Light-Line Phonography, which is the outcome of years devoted to stenographic study and research." He borrowed fifty dollars from one of his brothers and arranged for printing five hundred copies of his shorthand manuscript. To his great joy, it was published in the form of a small pamphlet on May 28, 1888, under the title of Light-Line Phonography. What a deep sense of satisfaction Gregg must have felt when in the fall of 1947, fifty-nine years later and near the end of his life, he stated, "The Gregg Shorthand Manual has had the largest circulation of any book in the world within the lifetime of the author and is used in thirteen different languages."

Gregg was more than a great inventor of a shorthand system of unusual simplicity; he was a masterful user and teacher of the system. From the outset of his invention he proceeded to establish his own schools, first in Liverpool, England, then in Boston in 1893, and next in Chicago in 1896, in which to exhibit the merits and possibilities of his shorthand system. He did this in the learning achievements of his students and in their speed demonstrations and successful employment uses.

Student Handout - page 2

Gregg had a deep and ardent love for teaching. This seemed to be the predominant concern of his professional career and the central consideration by which he was guided in the planning and carrying out of his educational undertakings and publication projects. I observed with great admiration this superlative quality in his engaging speeches given at conventions of associations of business education and in his delightful and skillful presentation of teaching principles and techniques to my Gregg shorthand methods classes at New York University.

Gregg's accomplishments won for him national and world-wide recognition as a preeminent business educator and business publisher. Symonds ably presents the story of Gregg's fascinating career by telling of his early years in Ireland, Scotland, and England; the nature of his extraordinary shorthand invention; his exceptional success in this country; and the gratifying acclaim which was accorded him for a life of great attainment.

Paul S. Lomax
Professor Emeritus and Former Chairman
Department of Business Education
New York University

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STUDENT HANDOUT FOR LEARNING ACTIVITY 3

Field Trip Questionnaire

Name of Student _____

Name of firm visited _____

Address _____

Date _____

1. List job titles for the various office employees interviewed and number in each category.

   a. _____ c. _____

   b. _____ d. _____

2. Educational and/or technical requirements for particular job titles.

   a.

   b.

   c.

   d.

3. Working conditions:

   Excellent _____

   Good _____

   Fair _____

   Poor _____

   Comments:

4. Average salaries: (Optional)

   Beginner _____

   5 years _____

   10 years _____

Student Handout for Learning Activity 3 - page 2

5. Company benefits:

   a. Types of insurance:

      Health/Hospitalization _____

      Dental _____

      Optical _____

      Life _____

   b. Vacations:

      Paid: Yes _____ No _____

      Length: _____

   c. Sick leave policy:

   d. Paid overtime: Yes _____ No _____

6. Do you have a sample job application that I may take with me?

7. Do you give a pre-employment test? If so, what kind and what are the requirements for each test?

8. Name and address of Personnel Manager.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 02 Reads and transcribes shorthand alphabet characters, words, phrases, and brief forms

Performance Objective: 01 You will read aloud and transcribe into longhand connected shorthand material containing shorthand alphabet characters and brief forms. You will be given one letter containing practiced material to transcribe into longhand on a three-minute timing and one letter containing practiced material to read aloud on a one-minute timing. The letters will be similar to those on pages 38-39 of Gregg Shorthand, Series 90. You will be allowed three minutes to proofread and check references on your transcription into longhand. A standard dictionary may be used. Your textbook may not be used as a reference. You must also know how to write and transcribe the words, brief forms, and phrases contained in Lesson 6.

Learning Activities:

Introduction: Shorthand is one of the more exacting skills used in an office, and the knowledge of shorthand will enable you to become a more valuable employee. In addition to learning to take dictation at a rate of four to five times as fast as most people normally speak, you will also polish such valuable skills as transcription techniques (typewriting your notes into mailable copy), spelling, punctuation, word meanings, proofreading, following directions or instructions, and composition. The skill of shorthand is acquired through a process of repetition using both previewed and new material. If you begin now to pursue your learning of this skill diligently, you should have few problems. This first competency is designed to introduce the basic shorthand alphabet, eighteen brief forms, and principles of joining. You should pace yourself to complete the work within seven to ten days.

1. Read "Your Shorthand Practice Program," pages 10-12 and "Why Study Shorthand?," pages 14-15 in Gregg Shorthand, Series 90. When you are finished answer the following questions. See your instructor for a key, self-check your answers, and give to your instructor.

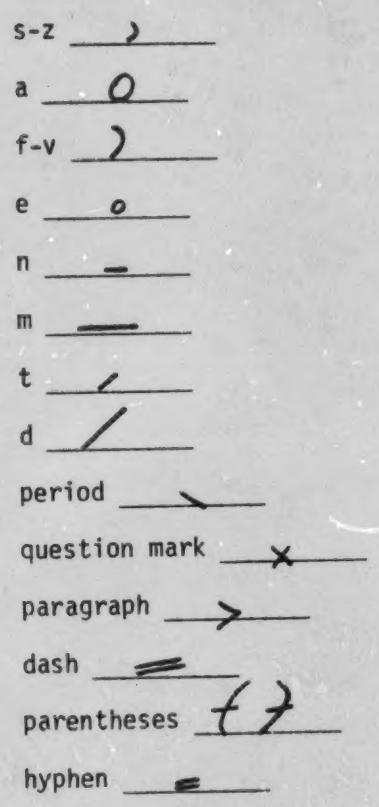
   A. Briefly list the rules for reading word lists.
   B. When is a pen recommended for writing shorthand rather than a pencil?
   C. Briefly list the steps in writing shorthand.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

LESSON 1 - Reads and writes right s-z, a, s-a, f, e, v, n, m, t, d, and punctuation/capitalization symbols.

1. Read Lesson 1, pages 16-20 in Gregg Shorthand, Series 90 for homework or classroom work (if time permits) and write at least two lines of each shorthand stroke introduced in Sections 1-9. From the following note how each outline is placed on the line.



Also, copy Group A, B, and C of the Reading Practice after you have read it. Ask your instructor or another student to time you as you read from the textbook. Indicate the required time on your homework and give to your instructor for evaluation of proper techniques.

2. Complete Lesson 1 in Workbook for Gregg Shorthand, Series 90. Give to your instructor for evaluation.

3. Use the correlating cassette from Lesson 1 to review what you have learned. Trace each stroke with the blunt end of your pen in your textbook as it is pronounced on the tape.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

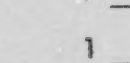
4. You should now be ready for the Graded Test from Lesson 1. See your instructor. If you pass this evaluation with 92% or higher, you may proceed to the next lesson. If not, repeat Learning Activity 1 and ask your instructor for necessary help. You must pass all five Graded Tests before attempting the Criterion Evaluation upon completion of Lesson 6.

LESSON 2 - Reads and writes o, r, l, h, and long i.

1. Read Lesson 2, pages 21-23 in Gregg Shorthand, Series 90 as homework or classroom work (if time permits). Write at least two lines of each new stroke introduced in Sections 10-14. Say the sound silently to yourself as you write each stroke. Notice how the outlines are placed on the line.

o

r

l 

h, ing (h is placed above vowel and ing occurs at the end of a word)

long i

2. Copy the Reading Practice in your notebook after you have first read it. Ask your instructor or a classmate to time you as you read Group A, B, and C from the textbook. Indicate the time required on your homework assignment.

3. Complete Lesson 2 in Workbook for Gregg Shorthand, Series 90. Give lesson to your instructor for evaluation.

4. Obtain the cassette for Lesson 2 to review what you have learned. Trace each stroke in your textbook as it is pronounced, using the blunt end of your pen.

5. Ask your instructor for Intermediate Test on Lesson 2. If you pass with 92% accuracy, proceed to Lesson 3. If you do not pass, repeat Learning Activity 1 and ask your instructor for extra help.

LESSON 3 - Reads and writes brief forms, phrases, left s-z, p, and b.

1. Read Lesson 3, pages 24-27 in Gregg Shorthand, Series 90. Practice writing at least two lines of each brief form, phrase, or character in Sections 15-19. Notice how the outlines are placed on the line. Remember to say each word mentally as you write the outlines.

left s-z

p

b

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

2. Copy Groups A, B, C, and D of the Reading Practice after reading the material. Have your instructor or another student time your reading rate. Indicate time required on homework paper.

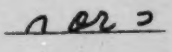
3. Do Lesson 3 in Workbook for Gregg Shorthand, Series 90. Give lesson to your instructor for evaluation.

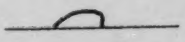
4. Listen carefully to the taped material for Lesson 3. Follow the pattern of each outline in the textbook as it is pronounced on the tape.

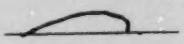
5. See your instructor for Intermediate Test on Lesson 3. If you score 92%, proceed to next lesson. If you do not pass, repeat Learning Activity 1 and ask your instructor for special help.

LESSON 4 - Reads and writes oo hook, k, g (gay).

1. Read Lesson 4, pages 23-31 in Gregg Shorthand, Series 90. Write at least two lines of each of the new strokes in your shorthand notebook from Sections 20-25. Notice how the new characters are placed on the line. Also, copy each Reading Practice group once in your notebook.

   oo 

   k 

   g 

2. Complete Lesson 4 in Workbook for Gregg Shorthand, Series 90. Give lesson to your instructor for evaluation.

3. Ask another student to time you as you read the practice. Reverse the procedure.

4. Follow the material in your textbook as you listen to the taped lesson for Lesson 4.

5. See your instructor for the Intermediate Test on Lesson 4. If you score 92%, proceed to Lesson 5. If you do not, repeat Learning Activity 1 and ask your instructor for help.

LESSON 5 - Reads and writes vowel sounds of A, E, I, over ith and under ith

1. Read Lesson 5, pages 32-35 in Gregg Shorthand, Series 90. Write four lines of Sections 26-31 in your shorthand notebook. Remember to say each sound as you write the stroke. Copy each Reading Practice letter in your notebook.

   over ith under ith

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

2. Complete Lesson 5 in Workbook for Gregg Shorthand, Series 90. Give to your instructor for evaluation.

3. Use the taped material for Lesson 5 to aid your progress in acquiring the use of the new strokes.

4. Obtain the Intermediate Test for Lesson 5. If you score 92% or better, proceed to Lesson 6. If not, repeat Learning Activity 1 and seek additional help.

LESSON 6 - Recall or review of Lessons 1-5.

1. Study the principles of joining in Lesson 6, pages 36-37 of Gregg Shorthand, Series 90. If you have questions concerning these principles, discuss them with your instructor. Write each outline in Sections 36-42 in your notebook at least two lines.

2. Review the Recall Chart on pages 37-38 of Gregg Shorthand, Series 90. Write each word, brief form, and phrase as many times as you need in order for you to learn it. Complete the Reading Practice on the succeeding pages.

3. You are now ready for the Criterion Evaluation. See your instructor. If you pass the transcription and reading practice according to the standards set forth in the Criterion Evaluation and pass the recall part with 92% accuracy, proceed to the next competency sheet. If you do not pass one or more of the parts, you will be required to take a different but similar evaluation on the particular part that you did not pass.

Student Competency Sheet - page 6

Criterion Evaluation:

Part A - You will transcribe a practiced letter into longhand using a typewriter with not more than four errors on a three-minute timing. Three additional minutes will be allowed for proofreading and correcting.
Note: If you are a first-year typewriting student, you may choose to transcribe in longhand. Only a standard dictionary may be used. Points will not be deducted for punctuation or spelling at this point.

Part B - A net reading rate of 40 words per minute on practiced material with not more than four errors on a one-minute timing.

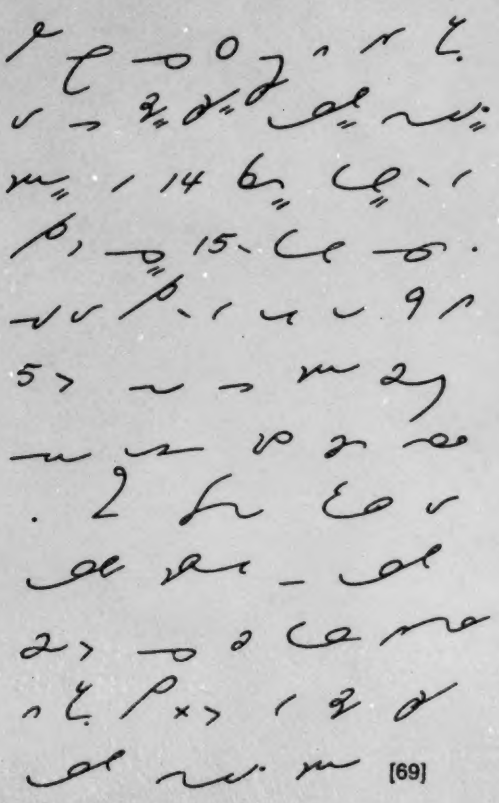
Part C - You will have 50 words, brief forms, and phrases to transcribe and write in shorthand taken from the Recall Chart on Lesson 6. You must achieve 92%, and you are not timed on this part.

Student Competency Sheet - page 7

Criterion Evaluation (continued from previous page):

Part A - Transcribe Letter 47 into longhand

47



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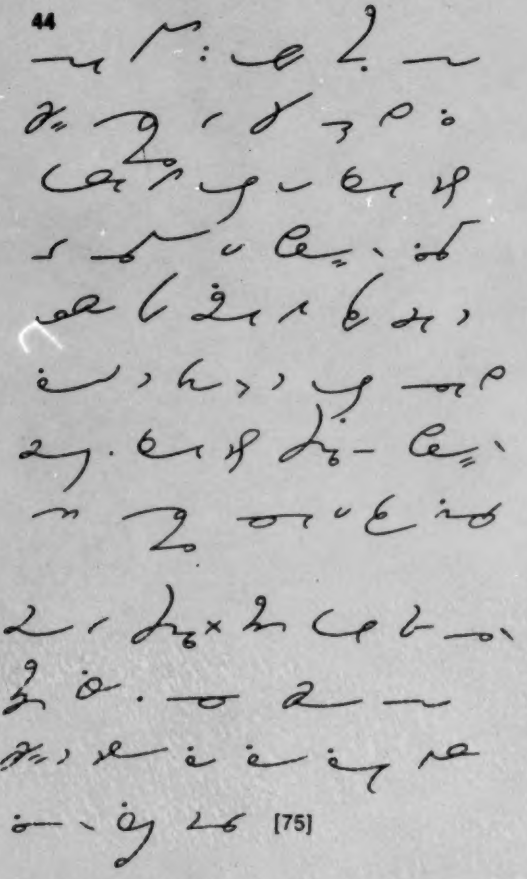
Student Competency Sheet - page 8

Criterion Evaluation (continued from previous page):

Part B - Read Letter 44 on a one-minute timing.

44



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Student Competency Sheet - page 9

Criterion Evaluation (continued from previous page):

Part C - Recall Chart - complete each section according to directions. Each question is worth 1.2 percent.

Fill-in-the-blank - Write the shorthand outline for the following:

Words

1. throws _____
2. neighbor _____
3. goes _____
4. increased _____
5. swim _____
6. sweet _____
7. served _____
8. moved _____
9. waiter _____
10. factor _____
11. latest _____
12. parked _____
13. increase _____
14. while _____
15. actor _____
16. gleam _____
17. cream _____
18. duty _____
19. knows _____
20. heading _____

Brief Forms

1. have _____
2. I _____
3. in, not _____
4. it, at _____
5. Mr. _____
6. but _____
7. is, his _____
8. will, well _____
9. Mrs. _____
10. the _____
11. are, our, hour _____
12. am _____
13. can _____
14. you, your _____
15. with _____

Student Competency Sheet - page 10

Criterion Evaluation (continued from previous page):

Phrases

1. I cannot _____
2. in the _____
3. with the _____
4. with our _____
5. he is _____
6. of our _____
7. you are _____
8. you can _____
9. in these _____
10. he is not _____
11. it will not _____
12. I may _____
13. of your _____
14. here is _____
15. to get _____

Student Competency Sheet - page 11

Answer Key for Criterion Evaluation:

Part A - Transcription from Shorthand

47 Dear Neighbor: May I invite you to the opening of the new West Side Ladies' Clothing Store at 14 Park Place.[1] The date is May 15. Please make a note of the date. The hours are nine to five.

In our new store we will have more room[2] so that we can carry an even bigger supply of the latest styles in ladies' wear.

May we plan to greet you[3] opening day?

The West Side Ladies' Clothing Store [69]

Part B - Reading from Shorthand

44 Mrs. Drew: Last evening Mr. White gave me the sad news that he plans to leave our sales staff in the middle of April.[1] He need not retire, but he feels it is best since his health is poor.

His leaving means that we will have a sales staff[2] vacancy in April. Can you give me names of people who might fill the vacancy? If you can, please phone me.[3] If we can hire a man while Mr. White is still here, he will help train him.

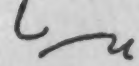
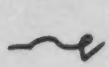
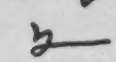
Harvey Smith [75]

Student Competency Sheet - page 12

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Recall Chart

Words

1.
2.
3. 
4. 
5. 
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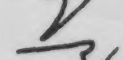
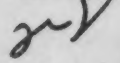
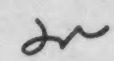
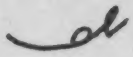
7.
8. 
9. 
10. 
11. 
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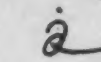
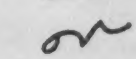
14. 
15. 
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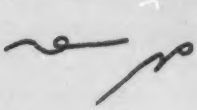
17. 
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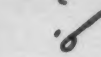
19.
20. 

Brief Forms

1.
2.
3.
4.
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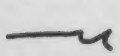
8.
9. 
10.
11.
12.
13.
14.
15.

Student Competency Sheet - page 13

Answer Key for Criterion Evaluation (continued from previous page):

Phrases

1.
2.
3.
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14.
15.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 03 Reads and transcribes shorthand amounts, salutations, and closings

Performance Objective: 01 Given one letter from pages 42-63 in Gregg Shorthand, Series 90, of practiced material to transcribe into longhand on a three-minute timing, you must achieve a transcription rate of 12 words per minute with not more than four errors; given another practiced letter from pages 42-63, you will read for one minute with a net reading rate of 45 words per minute with not more than four errors. You will be allowed three minutes to proofread and check references on your transcript. A standard dictionary, a thesaurus, and a punctuation manual may be used. Your textbook may not be used as a reference.

Also, given a list of 25 words from pages 42-63, you must transcribe into shorthand with 90% accuracy on a ten-minute timing and given a list of 20 brief forms and phrases from pages 42-63, you must achieve 95% accuracy on a five-minute timing. You must also define five terms briefly.

Learning Activities:

Introduction: Now that you know the shorthand alphabet and some brief forms, you need to learn more brief forms and begin to work with amounts, quantities, salutations, and closings. Remember, you need to review the material already covered in Lessons 1-6 while you are learning new material for this competency. You will also note that each lesson will contain a Business Vocabulary Builder which you are responsible for learning. You should pace yourself to complete this competency within seven to ten days.

1. Ask your instructor to show you how to figure your reading rate per minute and also how to compute your transcription rate.

2. Read "Shorthand--A Vital Office Skill," pages 40-41 in your textbook.

LESSON 7 - Writes sh, ch, j, o, aw, and common business letter salutations and closings.

1. Your instructor will preview Lesson 7 with you individually or in small groups from this point. Practice the outlines in your notebook as your instructor writes, spells, and pronounces each word. Remember to always preview a lesson before doing it as homework.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

2. Read Lesson 7, pages 42-45, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 48-50.

3. Begin a Business Vocabulary Notebook at this point. Add the Business Vocabulary Builders and their brief definitions and study. Some of these will appear on the Criterion Evaluation.

4. Copy each letter contained in the Reading and Writing Practice, pages 44-45, in your notebook.

5. Ask your instructor or a fellow student to time you for one minute while you read the Brief-Form Letter 52. Did you read 45 words per minute? If so, good. Record your score on the outside of your homework assignment and give to your instructor.

6. Complete Lesson 7 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation.

7. Obtain correlated Tape 7 and complete to reinforce what you have learned. At this point, you may be able to take the dictation in your notebook. If not, continue to trace the dictation in your textbook using the blunt end of your pen. Give this practice to your instructor.

8. Ask your instructor for Test 7 of Gregg Shorthand Graded Tests, Series 90. This will be checked and returned to you to retain in your file to aid you in studying for the Criterion Evaluation.

LESSON 8 - Writes brief forms, word ending ly, amounts and quantities.

1. Ask your instructor to preview Lesson 8 with you before doing it as homework. Spell and pronounce each outline along with your instructor as you write it in your notebook.

2. Read Lesson 8, pages 46-48, in Gregg Shorthand, Series 90, and write two lines of each word contained in Principles, Sections 57-59. Ask another student to dictate these words to you. Practice writing other amounts and quantities and substitute other numbers.

3. Add the Business Vocabulary Builders to your notebook. Learn the brief definition of each term.

4. Write the Reading and Writing Practice in your notebook. Have your instructor dictate the Brief-Form Letter 61 to you for transcription. Did you transcribe at a rate of 12 words per minute? If so, good. Record your rate on the outside of your homework and give to you instructor.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

5. Complete Lesson 8 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation.

6. Complete the appropriate tape for Lesson 8 to review what you have learned. Give this practice to your instructor and discuss any difficulty you might have at this point.

7. Ask your instructor for Test 8 of Gregg Shorthand Graded Tests, Series 90. Have your instructor evaluate and return to you for study purposes.

LESSON 9 - Writes word endings -tion, -cient, -ciency, t for to in phrases.

1. Preview and write Lesson 9 with the aid of your instructor.

2. Read Lesson 9, pages 49-51, in Gregg Shorthand, Series 90, and write two lines of each word contained in Principles, Sections 65-67. Write other words which come to mind containing these same endings.

3. Add the Business Vocabulary Builders to your notebook. Study the meanings for future reference.

4. Write the Reading and Writing Practice in your notebook. Strive to increase your shorthand rate as your instructor dictates selected letters to you. Give Lesson 9 to your instructor.

5. Complete Lesson 9 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation.

6. Review what you have learned in Lesson 9 by using the correlating taped material. Give classroom work to your instructor.

7. Ask your instructor for Test 9 of Gregg Shorthand Graded Tests, Series 90. Have your instructor evaluate the test and keep for future reference.

LESSON 10 - Writes nd, nt, ses, sis, and sus.

1. Ask your instructor to preview Lesson 10 with you before writing it as homework.

2. Read Lesson 10, pages 52-55, in Gregg Shorthand, Series 90, and write two lines of each word contained in Principles, Sections 73-76. Be sure to spell and pronounce each outline as you write it in your notebook.

3. Add the three Business Vocabulary Builders to your notebook that you started in Lesson 7. Study the meanings.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

4. Write the Reading and Writing Practice in your notebook. Have your instructor or someone dictate Letter 78 to you. Practice taking it until you can write all or most of it without hesitation. Note the Reading Checklist at bottom of page 55. You should be following these steps in your reading practice.

5. Complete Lesson 10 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation.

6. Obtain tape for Lesson 10 and proceed as usual using your opened textbook as a reference when necessary. Give classroom work to you instructor.

7. Ask your instructor for Test 10 of Gregg Shorthand Graded Tests, Series 90. Have your instructor evaluate your performance and file for study purposes.

LESSON 11 - Writes brief forms, rd, ld, been and able phrases.

1. Preview Lesson 11 with your instructor before writing and reading it.

2. Read Lesson 11, pages 56-59, in Gregg Shorthand, Series 90, and write two lines of each word contained in Principles, Sections 84-88. Pay close attention to the brief forms and phrases. Write your definitions of (1) brief forms and (2) phrases in your notebook.

3. Add the four Business Vocabulary Builders to your notebook and learn the definitions for future reference.

4. Write the Reading and Writing Practice in your notebook. Have another student dictate the Brief-Form Letter to you. Try to get all of it and read back to the dictator. Give the assignment to your instructor for evaluation. Retain for study purposes.

5. Complete Lesson 11 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation. Retain for study purposes.

6. Use the taped material for Lesson 11. Strive to keep up with the dictator. Give your work to your instructor.

7. Ask your instructor for Test 11 of Gregg Shorthand Graded Tests, Series 90. Have your instructor evaluate your performance and file for study purposes.

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

LESSON 12 - Recall - Principles of joining (brief forms, phrases/amounts, words).

1. Ask your instructor to preview Lesson 12 with you. Write the outlines as your instructor spells, writes, and pronounces each one.

2. Read Lesson 12, pages 60-63, in Gregg Shorthand, Series 90, and write two lines of each word contained in Principles, Sections 96-100. Pay close attention to the rules for joining. These are very important to learn for proper placement on the line and also when to use the comma s and left s.

3. Practice writing each of the brief forms, phrases and amounts, and words in your notebook until you can write them quickly without hesitation.

4. Add the three Business Vocabulary Builders to your notebook and learn the meaning of each one.

5. Write the Reading and Writing Practice in your notebook. Give Lesson 12 to your instructor and discuss any problems you have on Lessons 7-12.

6. Complete Lesson 12 in Workbook for Gregg Shorthand, Series 90 (Functional Method). Give the assignment to your instructor for evaluation.

7. Obtain taped material for Lesson 12 and complete using your textbook as a reference. Give the completed classroom work to your instructor.

8. Ask your instructor for the Criterion Evaluation. If you complete the Criterion Evaluation as stated in the Performance Objective, proceed to the next Student Competency Sheet. If not, see your instructor for alternate Learning Activities.

Student Competency Sheet - page 6

Criterion Evaluation:

Part A - Given a letter in shorthand, you will transcribe as much as possible into longhand (using the typewriter if possible) within three minutes with not more than four errors and have a net transcription rate of 12 words per minute.

Part B - Given a shorthand letter, you will read for one minute with not more than four errors and have a net reading rate of 45 words per minute.

Part C - Given a list of 25 practiced words, you will transcribe each into shorthand on a ten-minute timing with 90% accuracy.

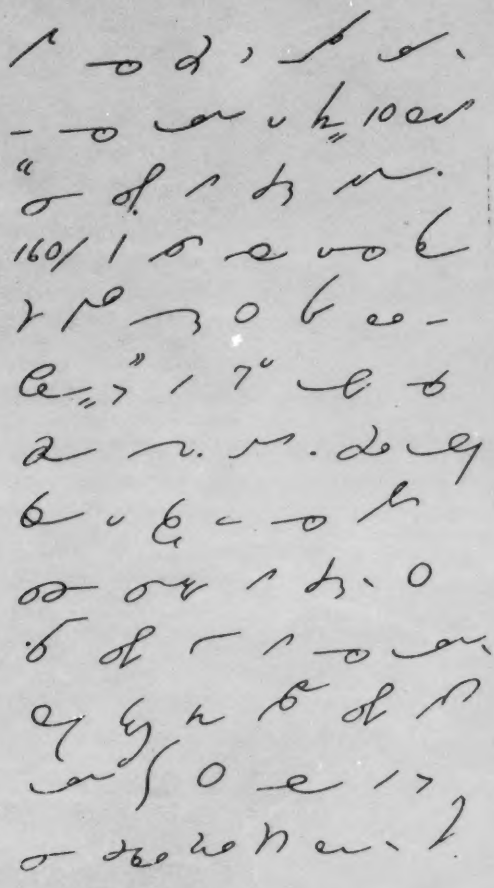
Part D - Given a list of 20 practiced brief forms and phrases, you will transcribe each into shorthand on a five-minute timing with 95% accuracy.

Part E - Given five Business Vocabulary Builders, you will write a brief definition for each with 80% accuracy.

Student Competency Sheet - page 7

Criterion Evaluation (continued from previous page):

Part A - Transcribe Letter 62 into longhand on a three-minute timing:



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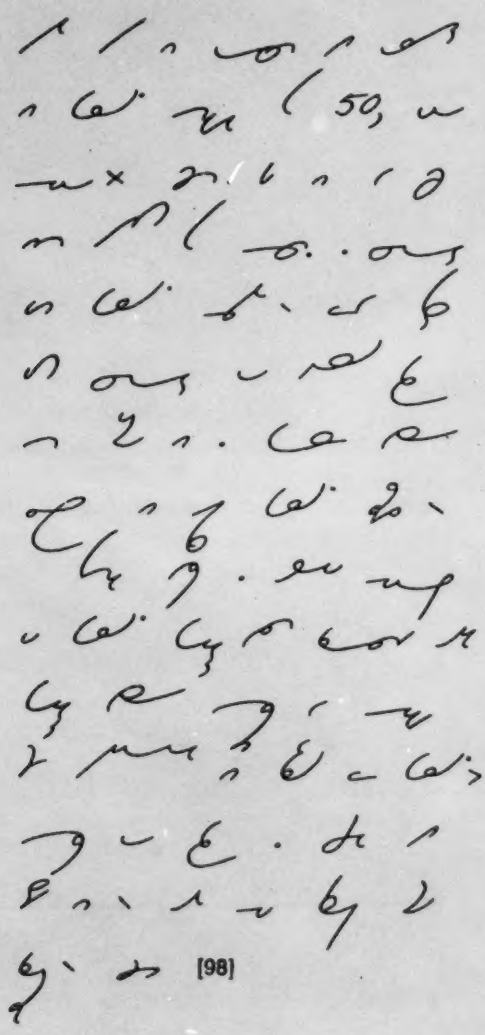
Student Competency Sheet - page 8

Criterion Evaluation (continued from previous page):

Part B - Read Letter 79 on a one-minute timing:



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Student Competency Sheet - page 9

Criterion Evaluation (continued from previous page):

Part C - Transcribe the following words into shorthand:

1. shared _____
2. folder _____
3. patient _____
4. efficiency _____
5. cautioned _____
6. became _____
7. began _____
8. increases _____
9. printer _____
10. age _____
11. aged _____
12. shipping _____
13. changed _____
14. thrown _____
15. thicker _____
16. arises _____
17. neatly _____
18. $800,000 _____
19. 8 percent _____
20. 8 o'clock _____
21. $8 _____
22. way _____
23. job _____
24. swim _____
25. do _____

Part D - Transcribe the following brief forms and phrases into shorthand:

1. be, by _____
2. there (their) _____
3. were _____
4. good _____
5. after _____
6. should _____
7. and _____
8. they _____
9. when _____
10. from _____
11. for _____
12. which _____
13. to plan _____
14. Yours very truly _____
15. he will be able _____
16. Dear Madam _____
17. I have not been able _____
18. to be _____
19. to have _____
20. to see _____

Student Competency Sheet - page 10

Criterion Evaluation (continued from previous page):

Part E - Define the following business terms briefly:

1. vital -
2. obligate -
3. brochure -
4. authorize -
5. current -

Student Competency Sheet - page 11

Answer Key for Criterion Evaluation:

Part A - Transcription from shorthand

62 Dear Sir: My face is indeed red. In my letter of June 10 I wrote you, "I am attaching two checks, totaling[1] $160, which take care of my bill for the dry goods I bought early in April."

At 7[2] o'clock last night, while going through a fairly large pile of papers on my desk, I came across the two checks. I had not[3] attached them to my letter. I will be positively sure that they are attached to this letter before I mail[4] it.

I am sincerely sorry for this error. Yours very truly, [93]

Part B - Reading from shorthand

79 Dear Sir: Would you like to reduce your printing costs by 50 percent or more? We can show you the way you can do[1] this by making an analysis of your printing needs. On the basis of this analysis, our trained people[2] can offer you a plan that will enable you to buy printing efficiently. Because they have a thorough knowledge[3] of printing processes, they can select those processes that will give you the most for the dollars you spend on[4] printing.

Give our people a chance to assist you. There is no charge for their services. Sincerely yours, [98]

Student Competency Sheet - page 12

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words

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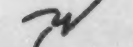
2.
3.
4.
5.
6. 
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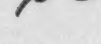
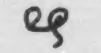
16. 
17. 
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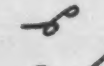
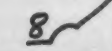
19. 
20. 
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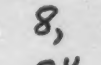
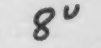
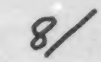
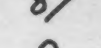
22. 
23. 
24. 
25. 

Part D - Brief Forms and Phrases

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Student Competency Sheet - page 13

Answer Key for Criterion Evaluation (continued from previous page):

Part E - Business Vocabulary

1. very important
2. bind; commit
3. booklet
4. to give permission to
5. most recent

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 04 Reads and transcribes word beginnings and endings

Performance Objective: 01 Given one letter of practiced material to transcribe into longhand on a three-minute timing and one letter of practiced material to read on a one-minute timing, you will transcribe with a net rate of 14 words per minute with not more than four errors and read at a rate of 50 words per minute with not more than four errors. The letters will be taken from those contained in Lessons 13-18 of Gregg Shorthand, Series 90. A standard dictionary, a thesaurus, and a punctuation manual may be used. Your textbook may not be used as a reference.

Also, given a list of 25 practiced words, you must achieve 90% accuracy on a ten-minute timing; given a list of 20 practiced brief forms and phrases, you must achieve 95% accuracy on a ten-minute timing; and given a list of five business vocabulary terms taken from Lessons 13-18, you must achieve 80% accuracy.

Learning Activities:

Introduction: In this competency, you will be introduced to more brief forms, derivatives, quantities, and various word beginnings and endings. You should have established by now a good foundation in the formation of shorthand outlines. This competency is designed to be a continuation in your learning of shorthand theory. You should pace yourself to finish the activities within seven to ten days.

1. Read "The Secretarial Profession--A Brief History" on pages 64-65 in your textbook. Obtain and listen to a cassette discussing a secretary and her profession. Summarize the recording and turn in to your instructor.

LESSON 13 - Writes brief forms, u, and oo.

1. Preview Lesson 13 with the aid of your instructor before reading and writing it as homework.

2. Read Lesson 13, pages 66-69. Copy Principles, Sections 107-108 in your steno notebook. Write two lines of each word.

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 13 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 13 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 13 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

LESSON 14 - Writes w in body of a word, ted, and ded strokes.

1. Preview Lesson 14 with the aid of your instructor before reading and writing it as homework.

2. Read Lesson 14, pages 70-73. Copy Principles, Sections 116-118 in your steno notebook. Write two lines of each word.

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 14 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 14 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 14 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

LESSON 15 - Writes brief forms, brief form derivatives, word ending -ble, and word beginning re-.

1. Preview Lesson 15 with the aid of your instructor before reading and writing it as homework

2. Read Lesson 15, pages 74-77. Copy Principles, Sections 126-129 in your steno notebook. Write two lines of each word.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 15 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 15 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 15 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

LESSON 16 - Writes oi; men; min, mon, man; and ye, ya sounds

1. Preview Lesson 16 with the aid of your instructor before reading and writing it as homework.

2. Read Lesson 16, pages 78-81. Copy Principles, Sections 137-140 in your steno notebook. Write two lines of each word.

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 16 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 16 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 16 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

LESSON 17 - Writes brief forms, word beginnings per-, pur-, de-, and di-.

1. Preview Lesson 17 with the aid of your instructor before reading and writing it as homework.

2. Read Lesson 17, pages 82-86. Copy Principles, Sections 148-150 in your steno notebook. Write two lines of each word.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 17 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 17 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 17 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

LESSON 18 - Recall - Principles of joining and recall chart.

1. Preview Lesson 18 with the aid of your instructor before reading and writing it as homework.

2. Read Lesson 18, pages 87-91. Copy Principles of Joining, Sections 160-163 in your steno notebook. Review the Recall Chart on pages 88-89. Write each word, brief form, and phrase and amount as many times as you need in order for you to learn it.

3. Copy the Business Vocabulary Builders in your Vocabulary Notebook and study for the Criterion Evaluation.

4. Copy the Reading and Writing Practice in your notebook. Are you following the Checklist at the bottom of page 69? Give homework to your instructor.

5. Complete Lesson 18 in Workbook for Gregg Shorthand, Series 90. Have your instructor evaluate the lesson.

6. Obtain the correlating tape for Lesson 18 and complete using your textbook as a reference. Give classroom work to your instructor.

7. Obtain Graded Test 18 from your instructor. Give to your instructor for evaluation. Retain test in your file for study purposes.

Student Competency Sheet - page 5

Criterion Evaluation:

Part A - Given a letter in shorthand, you will transcribe it into longhand within three minutes with not more than four errors. You will also have three additional minutes in which to proofread, and you may use any references needed.

Part B - You will read a letter orally to your instructor for one minute. You must achieve a reading rate of 50 words per minute with not more than four errors.

Part C - Given a list of 25 words (practiced material) you will transcribe into shorthand within ten minutes with 90% accuracy.

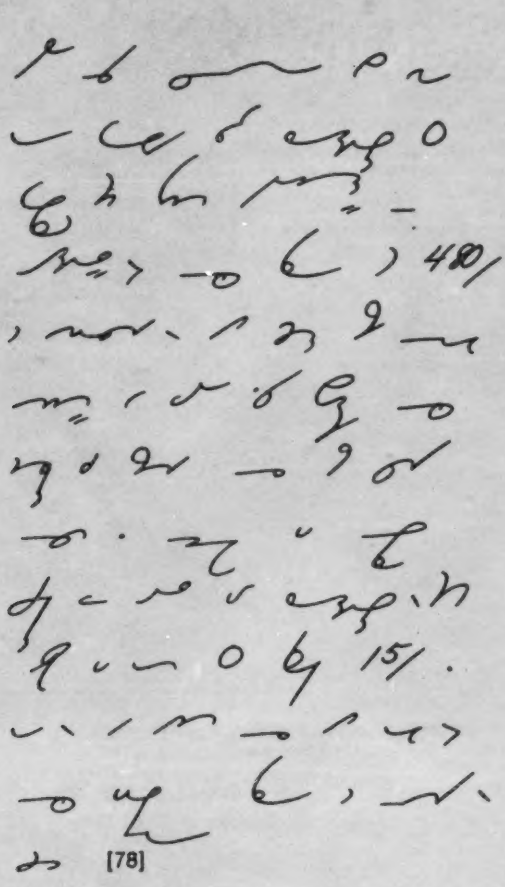
Part D - Given a list of brief forms and phrases containing 20 items, you will transcribe into shorthand for ten minutes achieving 95% accuracy.

Part E - Given five Business Vocabulary Builders, you will write a brief definition for each with 80% accuracy.

Student Competency Sheet - page 6

Criterion Evaluation (continued from previous page):

Part A - Transcribe Letter 113 into longhand on a three-minute timing:



[78]

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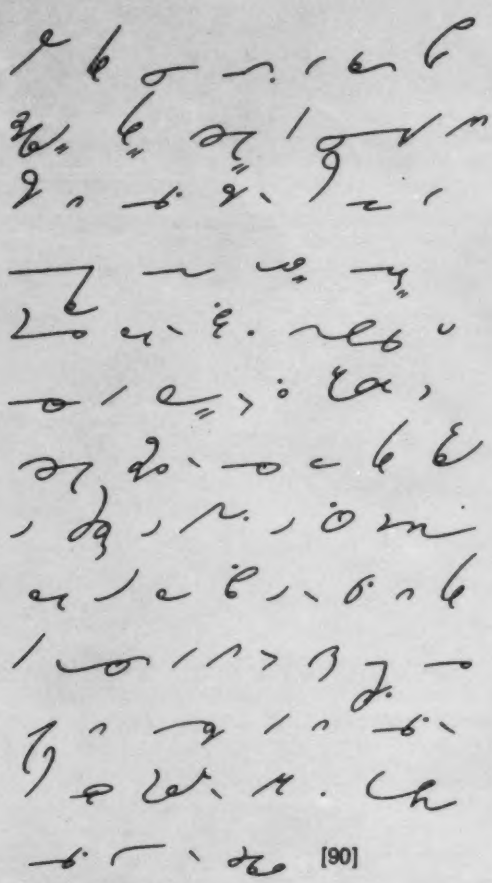
Student Comeptency Sheet - page 7

Criterion Evaluation (continued from previous page):

Part B - Read Letter 144 orally to your instructor:



[90]

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Student Competency Sheet - page 8

Criterion Evaluation (continued from previous page):

Part C - Transcribe the following practiced words into shorthand:

1. 12,000 _____
2. 400 _____
3. 4 percent _____
4. directory _____
5. repeated _____
6. appointed _____
7. purchases _____
8. adjust _____
9. sharing _____
10. persisted _____
11. traded _____
12. thinner _____
13. charm _____
14. desirable _____
15. salesmen _____
16. begin _____
17. efficient _____
18. landed _____
19. monthly _____
20. quoted _____
21. just _____
22. women _____
23. spoiled _____
24. direction _____
25. healthy _____

Part D - Transcribe the following brief forms and phrases into shorthand:

1. worked _____
2. circular _____
3. thank _____
4. enclose _____
5. was _____
6. than _____
7. what _____
8. thing-think _____
9. businesses _____
10. Gentlemen _____
11. important-importance _____
12. manufacturer _____
13. where _____
14. Dear Sir _____
15. Sincerely yours _____
16. to find _____
17. to buy _____
18. I have not been _____
19. yesterday _____
20. doctor _____

Student Competency Sheet - page 9

Criterion Evaluation (continued from previous page):

Part E - Define the following Business Vocabulary terms briefly:

1. applicant -
2. queries -
3. net profit -
4. decade -
5. personnel -

Student Competency Sheet - page 10

Answer Key for Criterion Evaluation:

Part A - Transcription from Shorthand

113 Dear Ned: I am glad that you are well pleased with the illustrations I prepared for your book, *Drugs in Industry.*

My[1] bill for $480 is correct. Two weeks after Mrs. Cook, the author, had approved my sketches,[2] she asked me if I could make a number of major changes on three of the illustrations. For this type of work,[3] I charge $15 an hour. It took me two hours.

My original bill is enclosed. Sincerely yours, [78]

Part B - Reading from Shorthand

144 Dear Joyce: I am enclosing the circular about the West Point Boys' Camp which I mentioned to you after your meeting[1] yesterday. I have known the manager, Mr. Roy Moses, for many years. He was a classmate of mine at[2] Yale.

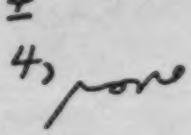
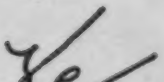
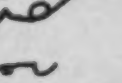
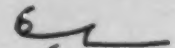
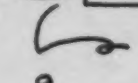
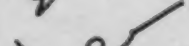
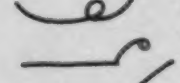
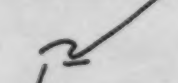
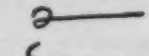
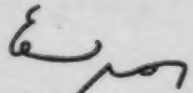
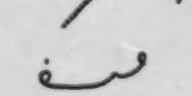
He operates his camp efficiently. My own boys spent their vacations there during their high school years and were[3] happy there. I think your boys would like it too.

Thank you for inviting me to be your guest at your meeting. You have[4] nice friends. It was a pleasure meeting them. Sincerely, [90]

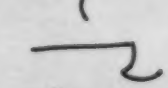
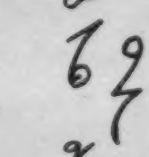
Student Competency Sheet - page 11

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words transcribed into shorthand

1.
2.
3. 
4.
5. 
6.
7.
8.
9.
10.
11. 
12.
13.
14.
15. 
16. 
17.
18. 
19. 
20. 
21.
22. 
23. 
24. 
25.

Part D - Brief forms and phrases transcribed into shorthand

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12. 
13.
14.
15.
16.
17. 
18.
19.
20.

Student Competency Sheet - page 12

Answer Key for Criterion Evaluation (continued from previous page):

1. one who applies for a job
2. questions
3. amount remaining after the deduction of expenses
4. ten years
5. the people who work for a firm; the staff

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 05 Reads, writes, and transcribes shorthand business abbreviations, days of the week, and months of the year using acceptable transcription skills

Performance Objective: 01 Given two plates of practiced material from pages 94-119 in Gregg Shorthand, Series 90, you will transcribe one into longhand on a six-minute timing and read another plate of practiced material on a one-minute timing. You will also be given lists containing 50 practiced words and 25 practiced brief forms to be transcribed into shorthand on 20-minute and 10-minute timings, respectively. You will be allowed three minutes to proofread and check references on your transcription into longhand. You will also have 10 spelling words and 5 Business Vocabulary Builders taken from Lessons 19-24. A standard dictionary and a reference manual may be used on Part A only. Your textbook may not be used as a reference.

Learning Activities:

Introduction: From this point forward, special attention will be given to spelling. You will be responsible for the correct spelling of all words printed in color on each side of the Reading and Writing Practices. These are words that transcribers often misspell. Place these words in a spelling notebook for quick reference. Also, learn the Business Vocabulary Builders contained in Lessons 19-24. Place these in your Business Vocabulary notebook for ready reference. Read "What Does the Secretary Do?," pages 92-93 and "Building Transcription Skills," pages 95-96.

LESSON 19 - Be able to write u sound and word endings ment and cial in shorthand.

1. Preview Lesson 19 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

2. Read Lesson 19, pages 94-98, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 168-171. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 19 in Workbook for Gregg Shorthand, Series 90.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

3. Have your instructor check Lesson 19 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 19 and take the dictation in your notebook. Give classroom practice to your instructor.

5. Ask your instructor for the self-check quiz for Lesson 19. Keep the corrected quiz for further reference on the Criterion Evaluation.

6. Proofread the letter on page 96 and type or handwrite in corrected form. Turn in to your instructor for evaluation.

LESSON 20 - Be able to write ow sound, word ending ther, word beginnings con-com, and con-com followed by a vowel in shorthand.

1. Preview Lesson 20 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

2. Read Lesson 20, pages 99-102, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 179-183. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 20 in Workbook for Gregg Shorthand, Series 90.

3. Have your instructor check Lesson 20 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 20 and take the dictation in your notebook. Give classroom practice to your instructor.

5. Ask your instructor for the self-check quiz for Lesson 20. Keep the corrected quiz for further reference on the Criterion Evaluation.

LESSON 21 - Be able to write ten, den, and tain blends.

1. Preview Lesson 21 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

2. Read Lesson 21, pages 103-106, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 190-193. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 21 in Workbook for Gregg Shorthand, Series 90.

3. Have your instructor check Lesson 21 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 21 and take the dictation in your notebook. Give classroom practice to your instructor.

5. Ask your instructor for the self-check quiz for Lesson 21. Keep the corrected quiz for further reference on the Criterion Evaluation.

LESSON 22 - Be able to write tem and dem blends, salutations, closings, days of the week, and months of the year in shorthand.

1. Preview Lesson 22 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

2. Read Lesson 22, pages 107-110, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 200-205. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 22 in Workbook for Gregg Shorthand, Series 90.

3. Have your instructor check Lesson 22 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 22 and take the dictation in your notebook. Give classroom practice to your instructor.

5. Ask your instructor for the self-check quiz for Lesson 22. Keep the corrected quiz for further reference on the Criterion Evaluation.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

6. Practice writing the business abbreviations and special phrases listed below in your notebook in shorthand with your book closed. Self-check your work. Rewrite any outlines missed.

   1. to make
   2. to know
   3. to me
   4. Yours sincerely
   5. Cordially yours
   6. Dear Mr.
   7. Dear Mrs.
   8. Dear Ms.
   9. Dear Miss

7. Write two lines each of the days of the week. Remember to say the word to yourself as you write the outline. Keep your book closed and self-check when finished. Rewrite any outlines missed.

   1. Sunday
   2. Monday
   3. Tuesday
   4. Wednesday
   5. Thursday
   6. Friday
   7. Saturday

8. Write two lines each of the months of the year. Remember to say the word to yourself as you write the outline. Keep your book closed and self-check when finished. Rewrite any outlines missed.

   1. January
   2. February
   3. March
   4. April
   5. May
   6. June
   7. July
   8. August
   9. September
   10. October
   11. November
   12. December

9. Obtain flash cards for this lesson from your instructor. Choose a classmate and practice reading the abbreviations, days, and months to each other.

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

LESSON 23 - Be able to write def-dif and div-dev blends and the sounds of ea and ia in shorthand.

1. Preview Lesson 23 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

2. Read Lesson 23, pages 111-114, in Gregg Shorthand, Series 90, and write two lines of each word introduced in Principles, Sections 212-215. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 23 in Workbook for Gregg Shorthand, Series 90.

3. Have your instructor check Lesson 23 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 23 and take the dictation in your notebook. Give classroom practice to your instructor.

5. Ask your instructor for the self-check quiz for Lesson 23. Keep the corrected quiz for further reference on the Criterion Evaluation.

LESSON 24 - Be able to write brief forms contained in Lessons 19-23 and devices studied in Chapters 1-4.

1. Preview Lesson 24 with your instructor. Write the outlines in your notebook, spell phonetically, and pronounce along with your instructor.

2. Read Lesson 24, pages 115-119, in Gregg Shorthand, Series 90, and write two lines of each word of Accuracy Practice, Sections 222-224. Write the Reading and Writing Practice once. Your instructor will select a plate for you to read from your notes. Have your instructor help you compute your reading rate before turning in your assignment. Your rate should be 60 words per minute with no more than four errors. Also do Lesson 24 in Workbook for Gregg Shorthand, Series 90.

3. Have your instructor check Lesson 24 in your workbook and write any incorrect outlines for you before listening to the cassette.

4. Obtain the corresponding cassette for Lesson 24 and take the dictation in your notebook. Give classroom practice to your instructor.

Student Competency Sheet - page 6

Learning Activities (continued from previous page):

5. Ask your instructor for the self-check quiz for Lesson 24. Keep the corrected quiz for further reference on the Criterion Evaluation.

6. Study carefully the material on Accuracy Practice on page 115, particularly 222 a-c and 223 a-c. Notice how the beginning curves of r and l should be deep.

   Example: r l

   Make the combinations k-r, r-k, and gay-l shorter than the combined length of r and k when written separately.

   Example: k k-r

   r r-k

   gay

   l

   gay-l

7. Have a classmate time you for seven minutes. See if you can read the entire Recall Chart. Do the same for your partner. Let your instructor know how well each of you did.

8. Ask a classmate to dictate the Recall Chart to you from a Student's Transcript. Write the words in shorthand. Have your partner check your work and correctly write any outlines missed. Do the same for your partner. Give self-checks to your instructor.

9. At this point, review Business Vocabulary Builders for Lessons 19-24, spelling words taken from the margins of Lessons 19-24, and self-check quizzes for Lessons 19-24, Chapter 4. See your instructor for the Criterion Evaluation.

Student Competency Sheet - page 7

Criterion Evaluation:

Given a test containing six parts, you must achieve the following criteria:

Part A - Transcription rate of 16 words per minute with not more than four errors.

Part B - Reading rate of 60 words per minute with not more than four errors.

Part C - Word Transcription requires 90% accuracy based on 50 words on a 20-minute timing.

Part D - Brief Forms and Phrases requires 95% accuracy based on 25 words on a 10-minute timing.

Part E - Business Vocabulary Builders requires 80% accuracy (not more than one out of five missed).

Part F - Spelling requires 90% accuracy (not more than one out of 10 missed).

Equipment and Materials: Fine point pen, steno notebook, typewriter and typing paper

References: Dictionary and a reference manual (to be used on Part A only)

Total Test Time: 45 minutes

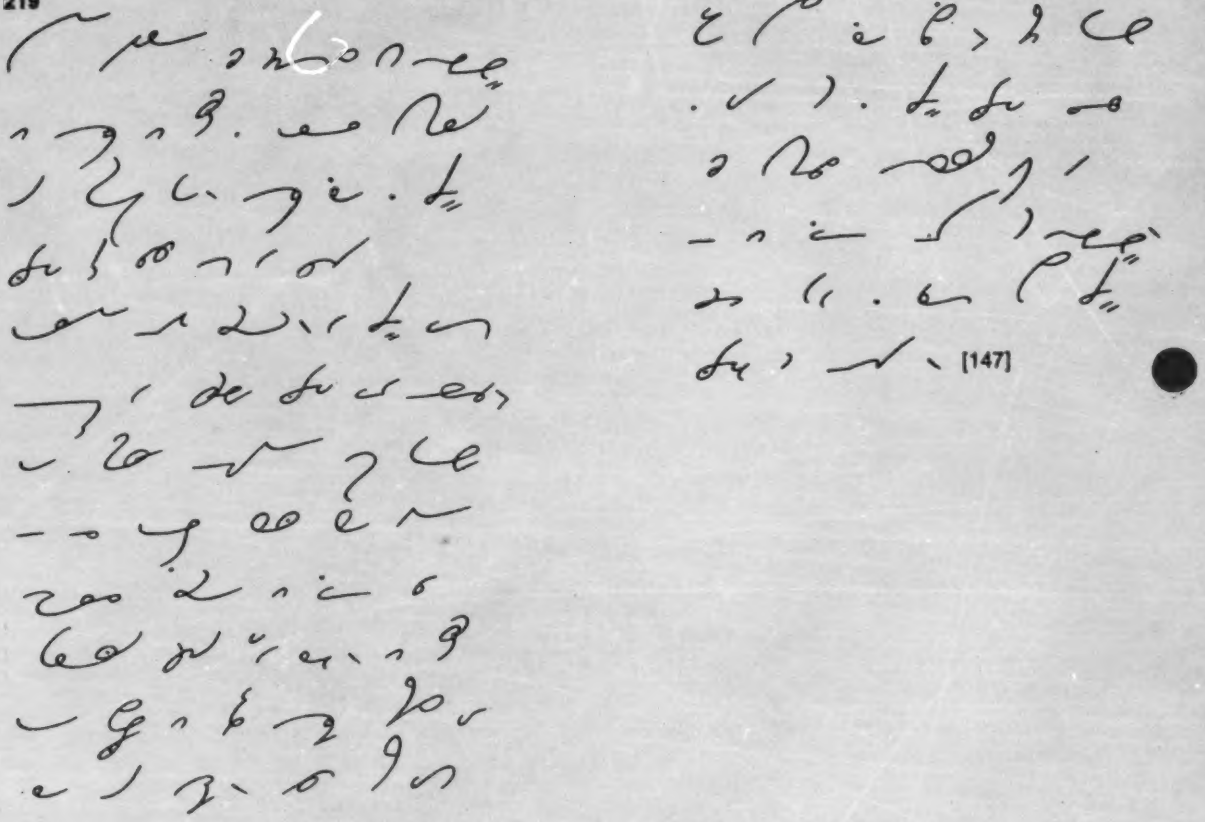
Student Competency Sheet - page 8

Criterion Evaluation (continued from previous page):

Part A - Transcription from Shorthand - Total Time: 6 minutes

Transcribe Plate 219 on separate letterhead. You will be timed for three minutes. You will be allowed three additional minutes to proofread your transcription and to use the references if necessary.

219



[147]

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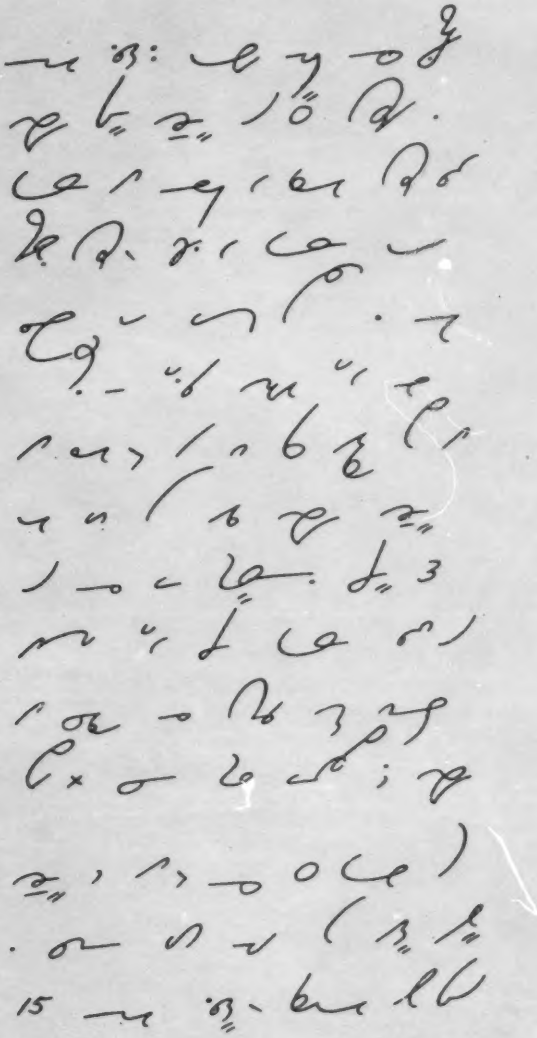
Student Competency Sheet - page 9

Criterion Evaluation (continued from previous page):

Part B - Reading from Shorthand - Total Time: 1 minute

Read Plate 220 aloud. You will be timed for one minute.



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Student Competency Sheet - page 10

Criterion Evaluation (continued from previous page):

Part C - Transcription into Shorthand (Practiced Words) - Total Time: 20 minutes

Transcribe these words into shorthand in the spaces provided. You will be allowed 20 minutes.

1. division _____
2. creation _____
3. difference _____
4. demanded _____
5. estimated _____
6. wet _____
7. sweet _____
8. containing _____
9. ounces _____
10. believed _____
11. another _____
12. united _____
13. replaceable _____
14. persisted _____
15. yards _____
16. specially _____
17. monthly _____
18. appointment _____
19. efficiency _____
20. justly _____
21. persuaded _____
22. decided _____
23. thrilled _____
24. challenged _____
25. shots _____
26. comply _____
27. complain _____
28. denied _____
29. intended _____
30. divide _____
31. other _____
32. January _____
33. February _____
34. March _____
35. April _____
36. May _____
37. June _____
38. July _____
39. August _____
40. September _____

Student Competency Sheet - page 11

Criterion Evaluation (Part C continued from previous page):

41. October _____
42. November _____
43. December _____
44. Sunday _____
45. Monday _____
46. Tuesday _____
47. Wednesday _____
48. Thursday _____
49. Friday _____
50. Saturday _____

Part D - Transcription into Shorthand (Brief Forms and Phrases) - Total Time: 10 minutes

Transcribe these brief forms and phrases into shorthand in the spaces provided. You will be allowed 10 minutes.

1. present _____
2. advertise _____
3. Ms. _____
4. immediately _____
5. opportunity _____
6. advantage _____
7. suggest _____
8. several _____
9. ever-every _____
10. acknowledge _____
11. question _____
12. organize _____
13. over _____
14. to me _____
15. to know _____
16. to make _____
17. several months _____
18. to put _____
19. I have been able _____
20. Dear Mr. _____
21. Dear Mrs. _____
22. Dear Ms. _____
23. Dear Miss _____
24. Cordially yours _____
25. Yours sincerely _____

Student Competency Sheet - page 12

Criterion Evaluation (continued from previous page):

Part E - Business Vocabulary Builders - Total Time: 5 minutes

Define the following words briefly.

1. unique -
2. prospective -
3. utilized -
4. potential -
5. contemplate -

Part F - Spelling - Total Time: 3 minutes

Your instructor will dictate 10 spelling words taken from the side margins of Lessons 19-24.

1.
2.
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Student Competency Sheet - page 13

Answer Key for Criterion Evaluation:

Part A - Transcription from Shorthand

219 Dear Mr. Doyle: We suggest that this Christmas you give your wife a really different and valuable present.[1] Give her a General piano, which is without question the acknowledged leader in its field. The General[2] organization manufactures the finest piano on the market.

Our upright model can be placed[3] in any living area, where it will completely fill your home with brilliant sound over the years. Your wife will[4] appreciate your special gift every day of the year and thank you for it. Take advantage of this opportunity[5] to make her happy.

If you place an order for a General piano immediately, we[6] definitely guarantee to have it in your home in time for Christmas. Sincerely yours,

PS. A circular about[7] General pianos is enclosed. [147]

Part B - Reading from Shorthand

220 Mrs. Hughes: Last November my associate, Captain John Quinn, and I devised a plan to merge the sales division[1] with the advertising division. We think the plan will enable our organization to make an[2] important saving in overhead costs over the next two years.

Would you be able to spare about two hours of[3] your time to see Captain Quinn and me on Friday morning, January 3, to go over the general plan[4] with you and to answer any definite questions you may have about it? I am free on that day; Captain Quinn[5] is too.

May I please have an acknowledgment of this note by Tuesday, December 15, Mrs. Hughes. Charles L. Bond[6] [120]

Student Competency Sheet - page 14

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words transcribed into Shorthand

1.
2.
3.
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Student Competency Sheet - page 15

Answer Key for Criterion Evaluation (continued from previous page):

Part D - Brief Forms transcribed into Shorthand

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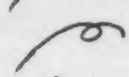
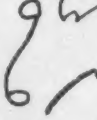
15.
16. 
17.
18.
19. 
20.
21.
22.
23.
24.
25.

Part E - Business Vocabulary Builders

1. unusual; one of a kind
2. likely to become
3. made use of
4. possible but not yet realized
5. consider

Student Competency Sheet - page 16

Answer Key for Criterion Evaluation (continued from previous page):

Part F - Spelling

1. valuable
2. sufficient
3. personnel
4. complimentary
5. remittance
6. confident
7. incidentally
8. acknowledge
9. referred
10. persuade

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 06 Reads, writes, and transcribes shorthand business phrases and the names of cities and states using acceptable transcription skills

Performance Objective: 01 Given:

A. one plate of practiced material from pages 122-147 in Gregg Shorthand, Series 90, you will transcribe it into longhand and proofread within six minutes;
B. one plate of practiced material from pages 122-147 in Gregg Shorthand, Series 90, you will read within one minute;
C. a list containing 50 practiced words from the Recall Chart, pages 143-144, you must transcribe within 20 minutes;
D. a list containing 25 practiced brief forms from the Recall Chart, pages 143-144, you must transcribe within 10 minutes;
E. a list containing five business vocabulary words taken from Lessons 25-30, you will write a brief definition; and
F. ten spelling words taken from Lessons 25-30, you will write each as dictated.

A standard dictionary and a reference manual may be used on Part A only. Your textbook may not be used as a reference.

Learning Activities:

Introduction: In this competency, you will cover Lessons 25-30 in your textbook and be introduced to additional useful business phrases, brief forms, and word beginnings and endings. Taking dictation in an on-the-job situation will require you to use geographical expressions. You should begin with this competency to acquire some of the more frequently used names of cities and states. You probably will also want to learn to write the names of towns in your locale or cities and towns in your state. Six to eight days should be ample time to complete this competency.

LESSON 25 - Writes new brief forms, cities and states, and business phrases in shorthand.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

1. The five basic methods of study as outlined in the previous competencies for each lesson will be used for Lessons 25-30.

   A. Preview each lesson with your instructor.
   B. Homework assignment - Read through the entire lesson. Write each new outline at least two lines in shorthand. Write the Reading and Writing Practice once.
   C. Workbook - Complete correlating lesson in workbook as homework. If you have any problems, ask your instructor for help during next class. Also, ask your instructor to check workbook lesson before doing Self-Check.
   D. Obtain correlating taped material for each lesson. You may keep your textbook open if you feel that you need it. Remember not to let the textbook become a crutch! Look at text only when you are unsure of an outline. Keep up with the taped material. Think fast, do not pinch your pen, and write rapidly.
   E. Obtain a Graded Test after completing each lesson. Have your instructor check and return test. Keep for test review.
   F. Continue to keep your Business Vocabulary Builders and Spelling Words in your notebook. This makes it more convenient for you to study for the Criterion Evaluation.

2. Write two lines each of the new brief forms in your notebook. Let your instructor see your outlines.

   difficult
   envelope
   under
   progress
   success

   satisfy-satisfactory
   state
   request
   wish

   Note: The outline for under is written like an oo (∩) but above the line and following character.

3. Write two lines each of the following cities and states in your notebook. Let your instructor check your outlines.

   New York
   Chicago
   Boston
   Philadelphia
   Los Angeles
   St. Louis

   Michigan
   Illinois
   Massachusetts
   Pennsylvania
   Missouri
   California

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

4. Using pages 314-315 of Gregg Shorthand, Series 90, write the shorthand outlines for the states and their capitols surrounding your state. In the next column, write the city and state of each relative you have living outside your state. You may also use the Gregg Shorthand, Series 90 Dictionary located in the classroom. Have your instructor check this activity with you.

5. Write these frequently used phrases two lines each.

as soon as
as soon as possible
of course

to do
let us
I hope

6. See your instructor for a set of flash cards containing all of the states and many frequently used cities and geographical expressions. Practice with the number of new cards designated each week by your instructor until you can read and transcribe all of them. You may choose a classmate and do the following:

   A. Have your partner flash the cards rapidly as you read the shorthand orally.
   B. Have your partner flash the longhand side and you write the shorthand. Have your partner check quiz.

7. Using pages 314-316 of your textbook, have a friend dictate the designated number of geographic expressions. Fold a sheet of steno paper into four sections (fan shaped) and write the shorthand for the expressions dictated on the first section. After transcribing the shorthand on the second section, fold under the first section and write on the third section the shorthand for the longhand just finished on the second section. Fold the paper back so that the first section is adjacent to the fourth section and write the longhand for the shorthand contained on the first section on the fourth section. If you need help, see the instructor.

LESSON 26 - Writes long ī and and a following vowel; word beginnings en- and un-; in-, en-, un- followed by a vowel; and business phrases.

1. How are vowels following long ī represented? Example: science = s-iah-n-s ( ). The vowel is written inside the long ī. Try writing the following words in your notebook. Show outlines to your instructor.

trial		prior	
client		appliance	
drier		reliance	

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

2. Both en- and un- are represented by an n (—). Write the following words in your notebook. Ask for help if you need it.

enjoy
unpaid
endeavor
unpleasant
encounter
unless

engineering
unsatisfactory
enrich
unfair
encourage
unfilled

3. Notice the difference when en-, un-, and in- are followed by a vowel. The beginning is then written in full.

innovation

enact

unable

4. Write the following frequently used business phrases in your notebook.

more than
we hope
to us

let me
your order
you ordered

5. Proceed with the five basic steps outlined in Lesson 25 for covering this lesson. Review Proportion Checklist at bottom of page 129.

LESSON 27 - Writes new brief forms, ng, ngk, words with vowels omitted preceding -tion.

1. Write the following brief forms in your notebook:

particular
probable
regular
speak
idea

subject
regard
newspaper
opinion

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

2. Write the sound of ng. It looks like a downward n ( ) or a period. Write the following words in your notebook.

sing
sang
song
long
spring
strong
bring
single
young

3. Write the sound of ngk as in sink. It sounds like ink and is written like a downward m ( ). Write the following words sounding each one as you write.

rank- r-a-ink
bank- b-a-ink
anxious- a-ink-ish-oo-s
frank- f-r-a-ink
ink- e-ink
banquet- b-a-ink-oo-e-t
link- l-e-ink
uncle- oo-ink-l
blank- b-l-a-ink

4. Omit the vowel before -ition and -ation when they follow t, d, n, or m.

edition
addition
condition
reputation
invitation
permission
donation
station
stationed

Write these words in your notebook. Have your instructor look over your outlines in Activities 1-4 and write those missed for you.

5. Proceed as usual with the homework and classwork for Lesson 27.

LESSON 28 - Writes ah, aw, x, omission of short u before n, m, or straight downstroke.

Student Competency Sheet - page 6

Learning Activities (continued from previous page):

1. A dot is used for a in words beginning with ah and aw. For example:

   ahead- a-h-e-d =

   away- a-oo-a =

   await- a-oo-a-t =

   awake- a-oo-a-k =

   aware- a-oo-a-r =

   award- a-oo-o-r-d =

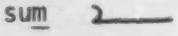
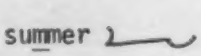
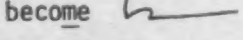
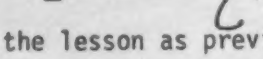
   Sound each word as you write it several times.

2. The x resembles an s but is slanted backward. Compare the examples given in Principle 257, page 134. Write the following words in your notebook:

   mix
   box
   index
   tax

   taxes
   fix
   fixes

3. Write the following words with short u omitted before n, m, and straight downstroke:

Before N	Before M	Before Downstroke
done	sum 	rush
fun	summer 	such
luncheon	come	touch
run	become 	much
begun	welcome	judge
refund	lumber 	budget

4. Proceed with the rest of the lesson as previously instructed.

Student Competency Sheet - page 7

Learning Activities (continued from previous page):

LESSON 29 - Writes new brief forms, word beginning ex-, word endings -ful, -cal, and cle.

1. You are almost finished with brief forms--only one more group. Write the brief forms given in this lesson in your notebook. If you have any questions ask your instructor during the preview of this lesson. Also write the words beginning with ex- and ending with f.

2. Notice carefully the word endings -cal and -cle. Pick up the preceding vowel to make ical which is represented by a disjoined k.

technical	economical
medical	articles
logical	physical
practical	physically
typical	

3. Also notice carefully the Similar Words Drill under Building Transcription Skills, page 139. Cover the key below and choose the correct form of its in the following sentences. Self check.

Key: 1. It's 2. its 3. It's 4. It's 5. Its

1. It's, Its getting late.
2. The nation should protect its, it's resources.
3. It's, Its time to go home.
4. Its, It's no joke.
5. It's, Its arrival should be on time.

4. Proceed with the usual learning activities for Lesson 29.

LESSON 30 - Recall or review of Lessons 25-29.

1. At this point, check the slants and curves of your B's, V's, P's, F's, and S's. Write several lines of these letters in your notebook. Notice how the V, F, and comma s are curved deeply at the top and slanted to the right.

V F Comma s

Student Competency Sheet - page 8

Learning Activities (Lesson 30, Learning Activity 1 continued from previous page):

Note the curve of the B, P, and left s at the bottom.

B (P (Left s (

2. With one sweep of the pen, write the following combinations:

P-r (P-l (B-r (B-l (F-r 2 F-l 2

3. Time yourself for six minutes with the interval timer and see if you can read the entire Recall Chart in six minutes or less. If you did not succeed, keep trying until you can. Now, have a classmate dictate the Recall Chart to you as you write the words in shorthand. Let your classmate check your paper and write correctly any words that you missed. Do the same learning activity for your classmate.

4. Using the interval timer, see if you can read the Reading and Writing practice within the time limits given at top of page 145. The Recall Lessons are interesting reading so try to absorb some of the tips for a conversationalist. Tell your instructor your reading rate.

5. Proceed with the usual learning activities for this lesson.

6. After a review of the Recall Lesson, Self-Check Tests, spelling words taken from each lesson, and the Business Vocabulary Builders contained in Chapter 5, Lessons 25-30, you are ready for the Criterion Evaluation. See your instructor for the test.

Student Competency Sheet - page 9

Criterion Evaluation:

Given a test containing six parts, you must achieve the following criteria:

Part A - Transcription rate of 18 words per minute with not more than four errors.

Part B - Reading rate of 70 words per minute with not more than four errors.

Part C - Word and Phrase Transcription requires 90% accuracy based on 50 words on a 20-minute timing.

Part D - Brief Forms requires 95% accuracy based on 25 words on a 10-minute timing.

Part E - Business Vocabulary Builders requires 80% accuracy (not more than one out of five missed).

Part F - Spelling requires 90% accuracy (not more than one out of 10 missed).

Equipment and Materials: Fine point pen, steno notebook, typewriter, and typing paper

References: Dictionary and reference manual (to be used on Part A only)

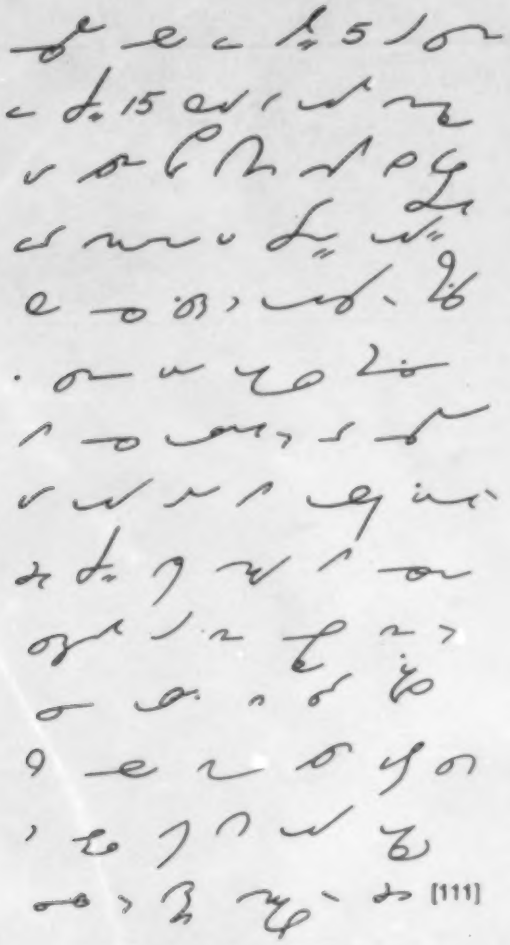
Total Test Time: 45 minutes

Student Competency Sheet - page 10

Criterion Evaluation (continued from previous page):

Part A - Transcription from Shorthand - Total Time: 6 minutes

Transcribe Plate 255 below the plate using a typewriter if possible. You will be timed three minutes. You will be given three additional minutes to proofread your transcription and to use the references if necessary.



[111]

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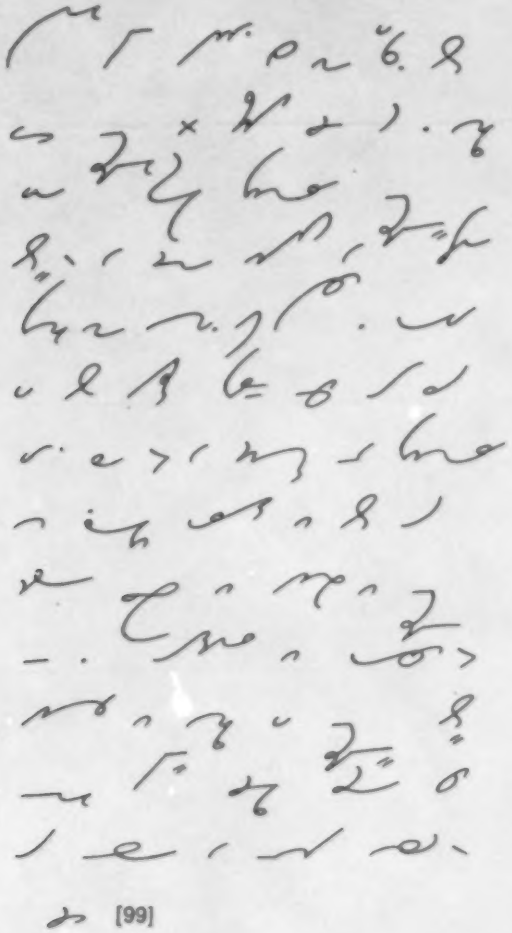
Student Competency Sheet - page 11

Criterion Evaluation (continued from previous page):

Part B - Reading from Shorthand - Total Time: 1 minute

Read Plate 264 aloud. You will be timed for one minute.



[99]

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Student Competency Sheet - page 12

Criterion Evaluation (continued from previous page):

Part C - Transcription into Shorthand (Practiced Words and Phrases) -
Total Time: 20 minutes

Transcribe these words into shorthand in the spaces provided. You will be allowed 20 minutes.

1. explain _____
2. flexible _____
3. critical _____
4. doubtful _____
5. direct _____
6. becoming _____
7. influential _____
8. frank _____
9. endeavor _____
10. create _____
11. meant _____
12. kingdom _____
13. containers _____
14. compliment _____
15. brothers _____
16. reviewed _____
17. yard _____
18. yield _____
19. united _____
20. resistant _____
21. quietly _____
22. purchased _____
23. printed _____
24. ahead _____
25. aware _____
26. divide _____
27. division _____
28. soiled _____
29. explanation _____
30. inflexible _____
31. critically _____
32. undoubtedly _____
33. direction _____
34. frankly _____
35. endeavored _____
36. creation _____
37. mental _____
38. complimentary _____
39. we hope _____
40. your order _____

Student Competency Sheet - page 13

Criterion Evaluation (Part C continued from previous page):

41. more than _____
42. as soon as _____
43. to do _____
44. let us _____
45. to us _____
46. you ordered _____
47. of course _____
48. as soon as possible _____
49. I hope _____
50. let me _____

Part D - Transcription into Shorthand (Brief Forms) - Total Time: 10 minutes

Transcribe these brief forms into shorthand in the spaces provided. You will be allowed 10 minutes.

1. difficult _____
2. envelope _____
3. progress _____
4. satisfy-satisfactory _____
5. request _____
6. under _____
7. particular _____
8. probable _____
9. regular _____
10. speak _____
11. idea _____
12. regard _____
13. opinion _____
14. responsible _____
15. worth _____
16. publish-publication _____
17. ordinary _____
18. experience _____
19. usual _____
20. recognize _____
21. regarded _____
22. wish _____
23. subject _____
24. newspaper _____
25. world _____

Student Competency Sheet - page 14

Criterion Evaluation (continued from previous page):

Part E - Business Vocabulary Builders - Total Time: 5 minutes

Write a brief definition of each word.

1. unbiased -
2. peruse -
3. maximum -
4. franchises -
5. decipher -

Part F - Spelling - Total Time: 3 minutes

Write the correct spelling as the instructor dictates the words.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Student Competency Sheet - page 15

Answer Key for Criterion Evaluation:

Part A - Transcription from Shorthand

255 My dear Mayor: On December 5 and again on January 15 I wrote the roads commissioner of[1] the town about the difficult condition that prevails on the corner of Baker Road, where my house is located.[2] I have not had an acknowledgment or reply from him to my letters.

In the middle of the road there are[3] two large holes. Since January, they have caused two minor accidents and one major one.

I am writing you with[4] the hope that as mayor you will take whatever action is necessary to have this road repaired immediately.[5]

Thank you for your cooperation. Sincerely yours, [111]

Part B - Reading From Shorthand

264 Dear Mrs. Dunne: Do you think that you are overpaying taxes on your investments? If you do, send for a copy[1] of our valuable booklet, *Investment Taxes*. The sooner you do this the better because you are going[2] to have to make a lot of tax decisions between now and the end of the year.

The suggestions in the booklet[3] can help you reduce your taxes and still enable you to keep your investment in an industry you like.

To[4] get your copy of *Investment Taxes*, Mrs. Dunne, simply fill out and mail the enclosed card. Sincerely yours, [99]

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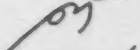
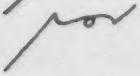
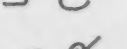
Student Competency Sheet - page 16

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words and Phrases Transcribed into Shorthand

1.
2.
3.
4. 
5. 
6.
7.
8.
9.
10.
11. 
12.
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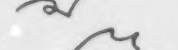
15. 
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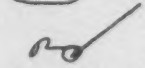
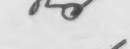
19. 
20. 
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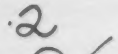
28. 
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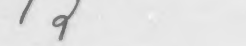
31. 
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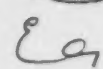
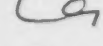
33. 
34. 
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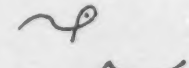
37. 
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Student Competency Sheet - page 17

Answer Key for Criterion Evaluation (continued from previous page):

Part D - Brief Forms Transcribed into Shorthand

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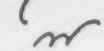
15. 
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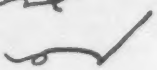
21. 
22.
23.
24.
25.

Part E - Business Vocabulary Builders

1. fair
2. examine; study
3. the most
4. Rights granted to market a company's goods in a particular territory.
5. To make out the meaning of.

Student Competency Sheet - page 18

Answer Key for Criterion Evaluation (continued from previous page):

Part F - Spelling Words (Dictate)

1. competitors
2. cooperation
3. resistance
4. engineering
5. precision
6. potential
7. questionnaire
8. representative
9. criticism
10. tangible

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 07 Reads and transcribes at a typewriter words used in phrases and phrases with words omitted using acceptable transcription skills

Performance Objective: 01 Given:

A. one plate of practiced material from pages 150-177 in Gregg Shorthand, Series 90, you will transcribe from shorthand at the typewriter on a six-minute timing using a dictionary and reference manual;
B. one plate of practiced material from pages 150-177 in Gregg Shorthand, Series 90, you will read on a one-minute timing;
C. a list containing 50 practiced words from the Recall Chart, page 174, to be transcribed into shorthand on a 15-minute timing, you must achieve 90% accuracy;
D. a list containing 20 practiced brief forms and phrases taken from the Recall Chart, page 174, you must transcribe within five minutes and achieve 95% accuracy;
E. a list of five business words, you will define each word briefly and correctly punctuate five sentences using the comma within nine minutes; and
F. ten spelling words taken from Lessons 31-36, you will write each as dictated by the instructor within three minutes.

Your textbook may not be used as a reference.

Learning Activities:

Introduction: Since one of the basic reasons for learning shorthand is to take dictation rapidly, one of the features which will help you accomplish this goal is to do as much phrasing as possible. In this competency you will learn the inclusion of words in phrases and the omission of words from phrases. Both of these procedures can greatly increase your speed if you learn to transcribe the phrases accurately. In addition, you will learn more brief forms and word beginnings and endings.

You will also take another step toward the building of an employable skill in shorthand. On very few occasions will you ever transcribe shorthand into longhand; the normal procedure is to transcribe directly at the typewriter. You will, therefore, begin to transcribe your work directly at the typewriter. You should be typing approximately 45 words per minute to be effective.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

As you read over the introduction to Chapter 6, pages 148-149, "The Secretary Communicates," you will also get an idea of how responsible the secretary must be for the accuracy, appearance, and completeness of all correspondence that goes out of the office. You are not only responsible for getting the dictation in your notebook and typing it, but you will also be responsible for perfect grammar, spelling, and punctuation of all correspondence. You will learn the nine most common uses of the comma during the following lessons. The comma and its use will be circled in each Reading and Writing Practice. Learn these rules as you complete each lesson.

You should plan to complete the activities in this competency within seven days.

LESSON 31 - Writes and transcribes word endings -ure and -ual.

1. Read Lesson 31, pages 150-154, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

2. As homework, or in class if time permits, write at least two lines each of the new words introduced under Principles. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dictation except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

7. Read about the parenthetical comma on page 151 in your textbook. Remember the parenthetical comma is used to set aside words or phrases that are not necessary for grammatical completeness or the meaning of the sentence. A parenthetical expression may also occur at the beginning or end of a sentence. See if you can place the parenthetical commas correctly in the following sentences. Use a separate sheet of paper and have your instructor check your work.

   A. After all behind every good man is a woman.
   B. We shall take all precautions of course.
   C. We are to say the least making progress.
   D. We will for the time being stay open until 9 p.m.
   E. We are on the other hand opposed to nuclear power.

LESSON 32 - Writes and transcribes word ending -ily and word beginnings al-, dis-, and des-.

1. Read Lesson 32, pages 155-159, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

2. As homework, or in class if time permits, write at least two lines each of the new words introduced under Principles. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dictation except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

7. Be careful to note the narrow loop representing the ending -ily.

compare:

ready readily

8. Read about the apposition comma under Building Transcription Skills. The apposition comma sets off nonrestrictive clauses, phrases, or words which identifies or renames and may be removed from a sentence without destroying the meaning of the sentence. Notice the apposition comma is circled and indicated in the Reading and Writing Practice. After studying the examples in your textbook, see if you can correctly place the appositive comma in the sentences below. Use a separate sheet of paper and have your instructor check your answers.

   A. The best student in class Sally obtained a good job with a local law firm.
   B. Her first book Kramer vs. Kramer is out of print.
   C. My next appointment is on Monday September 21 at 10 a.m.
   D. My boss Mr. Johnny Carson is on tour this week.
   E. The girl in the long dress greeted all visitors.

9. Review the Dication Checklist on page 159. Are you remembering to do these five things?

LESSON 33 - Writes and transcribes word beginnings for-, fore-, fur-, and the use of ago in phrases.

1. Read Lesson 33, pages 160-163, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

2. As homework, or in class if time permits, write at least two lines each of the new words introduced under Principles. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dication except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

7. Note carefully the rule for joining for- and fore-. It is joined with an angle to r or l and it is disjoined if the following character is a vowel.

compare:

forlorn, forerunner forever

8. Read about the series comma under Building Transcription Skills, page 161, in your textbook. This type of comma is used to separate words, phrases, or clauses in a series with a conjunction. Notice the series comma is also indicated and circled in the Reading and Writing Practice. Can you correctly punctuate the following sentences? Use a separate sheet of paper and have your instructor check your work.

   A. Our green white blue and red tennis shoes have just arrived.
   B. The employer found that his secretary was competent that she worked steadily and that she was familiar with the office operations.
   C. Bookends pencil cups letter trays and desk calendars were ordered in the same style.
   D. April 1 May 21 and June 18 are the dates of the three reservations.
   E. Daphene took an early Concorde flight to Paris shopped all day had dinner and was home by midnight.

LESSON 34 - Writes and transcribes want in phrases, ort, -ern, -erm, and the md, mt blends.

1. Read Lesson 34, pages 164-167, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

Student Competency Sheet - page 6

Learning Activities (continued from previous page):

2. As homework, or in class if time permits, write at least two lines each of the new words introduced under Principles. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dictation except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

7. Practice the new words listed under Principles. Note the difference in size of the nt that represents want and the md, mt blends which are taller.

compare:

want

you want

md, mt

seemed

8. Study the Similar-Words Drill under Building Transcription Skills. Choose the correct word in each of the sentences below. Write answers on a separate sheet and have your instructor check your work.

   A. My best friend lives in the Green Acres Edition, Addition.
   B. The fourth edition, addition of the textbook will be off the press soon.
   C-F. Write two sentences using each of the following words: edition and addition.

Student Competency Sheet - page 7

Learning Activities (continued from previous page):

LESSON 35 - Writes and transcribes word beginnings inter-, intr-, enter-, entr-; word ending -ings; and phrases with words omitted.

1. Read Lesson 35, pages 168-177, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

2. As homework, or in class if time permits, write at least two lines each of the new words introduced under Principles. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dictation except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

7. Practice the placement of the n which represents word beginnings inter-, intr-, enter-, and entr-. Note how it is disjoined, written above the line, and close to the rest of the word.

Example: interest = inter-s-t =
introduce = intro-d-oo-s =
entering = enter-ing =
entrance = entr-n-s =

Student Competency Sheet - page 8

Learning Activities (continued from previous page):

8. Carefully study the phrases with words omitted under #328, page 169. constructions save the stenographer time, but the word must be transcribed. Otherwise, the phrase would not make sense. See if you can find and write the missing word from each of the phrases below on a separate sheet. Self-check using your textbook.

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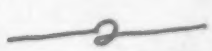
5. 
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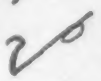
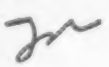
8. 
9. 

9. Set the interval timer for six minutes. Using a typewriter, transcribe Letter 330. You should have a transcription rate of 20 words per minute with not more than four errors.

LESSON 36 - Recall or review of Lessons 31-35.

1. Read Lesson 36, pages 172-177, of Gregg Shorthand, Series 90, before your instructor previews it with you on the chalkboard. You will have a better idea of what you need to practice most.

2. As homework, or in class if time permits, write at least two lines each of the words under Recall. Carefully read over Building Transcription Skills in these six lessons. You will learn the parenthetical, apposition, and series use of the comma. Note in the Reading and Writing Practice, the commas are circled and the type indicated above. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your shorthand workbook. Let your instructor correct any missed outlines before doing the taped material.

4. Obtain the correlating tape for this lesson. Try not to look at your textbook as you take the dictation except for difficult outlines. Remember to use a fine point pen and do not pinch or hold the pen tightly. Let your hand and pen glide over your notebook as you write. Try to keep up and gain the prescribed speed. Give this practice to your instructor.

5. Obtain the Graded Test for this lesson and complete. Transcribe at the typewriter. Have your instructor correct any missed outlines. Keep for review on the Criterion Evaluation.

Student Competency Sheet - page 9

Learning Activities (continued from previous page):

6. Continue to keep the Business Vocabulary Builders and spelling words in your notebook for ease in studying.

7. Practice carefully the Principles of Joining and Accuracy Practice in Lesson 36 before previewing with your instructor.

8. Set the interval timer and see if you can read the entire Recall Chart in five minutes. Now, choose a classmate to dictate the Recall Chart as you write each word in shorthand. Have your partner check and write correctly those outlines missed. Do the same for your classmate.

9. Choose a classmate, exchange homework assignments, and take turns reading Sections 341, 342, and 343 of the Reading and Writing Practice. Before starting this activity, obtain a stopwatch and time your partner. Figure the reading rate by dividing total number of words in section by the time it took to read the entire section. Inform your instructor of your reading rate. It should be at least 75 words per minute with not more than four errors.

10. After a review of the spelling words from the margins of Lessons 31-36, of the Transcription Skill Builders, and of the Recall Chart, you are ready for the Criterion Evaluation. See the instructor for the Criterion Evaluation.

Alternate Learning Activities:

1. Ask your instructor for a designated number of the geographical flash cards. Choose a classmate and practice reading and writing with each other.

2. Using pages 314-315 of your textbook, have a friend dictate the designated number of geographical expressions. Fold your paper into four sections (fan-shaped) and write the shorthand for the expression on the first fold. Transcribe the shorthand on the second fold. Write the shorthand for longhand just finished on the third fold. Write the longhand for shorthand on the fourth fold.

Student Competency Sheet - page 10

Criterion Evaluation:

Given a test containing six parts, you must achieve the following criteria:

Part A - Transcription rate of 20 words per minute with not more than four errors.

Part B - Reading rate of 75 words per minute with not more than four errors.

Part C - Practiced Word Transcription requires 90% accuracy based on 50 words on a 15-minute timing.

Part D - Brief Forms and Phrases requires 95% accuracy based on 20 words on a six-minute timing.

Part E - Business Vocabulary Builders requires 80% accuracy (not more than one out of five missed).

Part F - Spelling requires 90% accuracy (not more than one out of 10 missed).

Equipment and Materials: Fine point pen, steno notebook, typewriter, and typing paper

References: Dictionary and reference manual (to be used on Part A only)

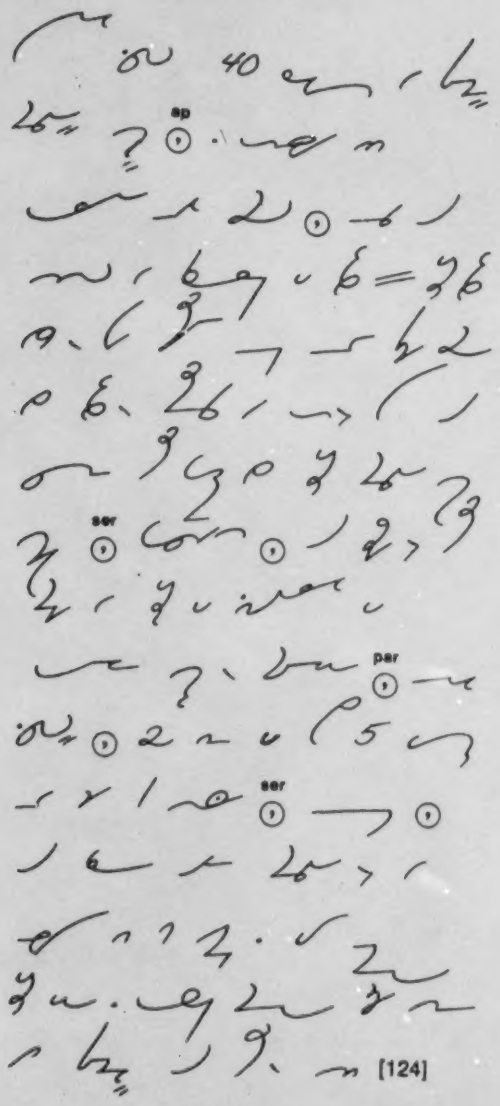
Total Test Time: 40 minutes

Student Competency Sheet - page 11

Criterion Evaluation (continued from previous page):

Part A - Transcription from Shorthand - Total Time: 6 minutes

Transcribe Plate 312 at the typewriter. You will be timed for six minutes which includes proofreading and use of references.



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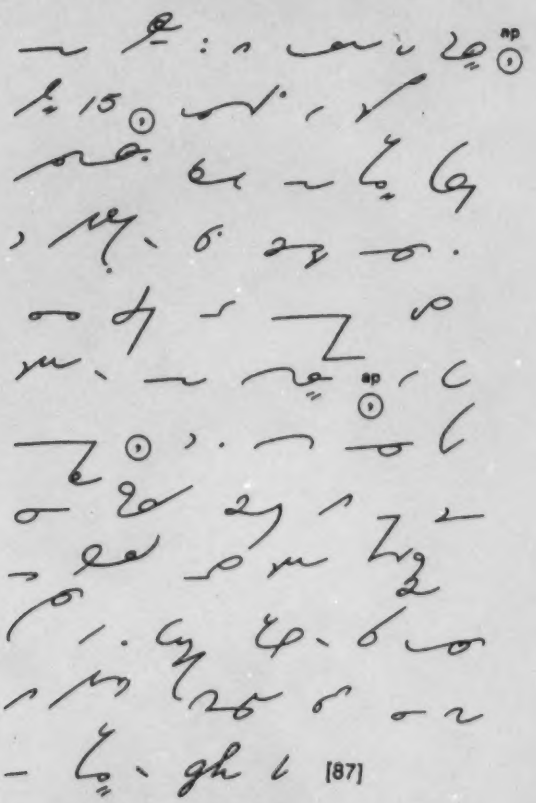
Student Competency Sheet - page 12

Criterion Evaluation (continued from previous page):

Part B - Reading from Shorthand - Total Time: 1 minute

Read Plate 303 aloud. You will be timed for one minute.



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Student Competency Sheet - page 13

Criterion Evaluation (continued from previous page):

Part C - Transcription into Shorthand (Practiced Words) - Total Time: 15 minutes

Transcribe these words into shorthand in the spaced provided. You will be allowed 15 minutes

1. greetings _____
2. entertainment _____
3. temperament _____
4. interested _____
5. interfered _____
6. informed _____
7. demonstrate _____
8. reported _____
9. eastern _____
10. western _____
11. furniture _____
12. furthermore _____
13. termination _____
14. steadily _____
15. alteration _____
16. desirable _____
17. brother _____
18. mother _____
19. article _____
20. medical _____
21. efficiency _____
22. explanation _____
23. income _____
24. taxation _____
25. container _____
26. bank _____
27. banquet _____
28. long _____
29. belong _____
30. appreciated _____
31. unfair _____
32. unless _____
33. discovered _____
34. divide _____
35. division _____
36. comply _____
37. compliance _____
38. encountered _____
39. credentials _____
40. humanly _____

Student Competency Sheet - page 14

Criterion Evaluation (Part C continued from previous page):

41. purchases _____
42. yellow _____
43. yield _____
44. joy _____
45. joyful _____
46. temper _____
47. information _____
48. demonstration _____
49. alter _____
50. purchase _____

Part D - Transcription into Shorthand (Brief Forms and Phrases) - Total Time: 6 minutes

Transcribe these brief forms and phrases into shorthand in the spaces provided. You will be allowed 6 minutes.

1. quantities _____
2. executives _____
3. correspond-correspondence _____
4. throughout _____
5. objective _____
6. government _____
7. quantity _____
8. corresponded _____
9. weeks ago _____
10. years ago _____
11. months ago _____
12. I want _____
13. you wanted _____
14. if you want _____
15. some of the _____
16. one of the _____
17. many of the _____
18. one of our _____
19. in the world _____
20. men and women _____

Student Competency Sheet - page 15

Criterion Evaluation (continued from previous page):

Part E - Business Vocabulary Builders and Punctuation - Total time: 9 minutes.

Write a brief defintion of each word.

1. ventures -

2. apathy -

3. endorsement -

4. confirmed -

5. perplexing -

Punctuate the sentences below using commas and indicate in the blank to the left the type of comma (parenthetical, apposition, or series). You may abbreviate the type.

_____ 1. Old Glory's colors are red white and blue.
_____ 2. Please let us know Mr. Jones if we can be of further help.
_____ 3. His first book Coming Home was a success.
_____ 4. The school secretary Ellen is on vacation.
_____ 5. In my opinion we do not.

Part F - Spelling - Total Time: 3 minutes

Write the correct spelling as the instructor dictates the words.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Student Competency Sheet - page 16

Answer Key for Criterion Evaluation:

Part A - Reading from Shorthand

312 Dear Mrs. Howard: Forty years ago the Johnson Furniture Company, a recognized world leader in its [1] field, met and conquered the challenge of space—office space, that is. But we have done much more than just fill that space. We have [2] made it work.

Time and again we have proven that office furniture can be comfortable, practical, and [3] efficient.

We have furnished the offices of hundreds of well-known companies. Furthermore, Mrs. Howard, we are [4] one of about five organizations in the state which create, manufacture, and sell their own furniture.

The [5] next time you wish to furnish an ordinary, informal office or a large formal suite, come to Johnson's and [6] save. Cordially yours, [124]

Part B - Transcription from Shorthand

290 Mr. Worth: This morning I learned that the stock of the third edition of our publication, *The Correspondent's* [1] *Manual*, will shortly be exhausted. I estimate that we are down to 3,000 copies. This quantity [2] will, in my opinion, last us only through October. The book has been selling extraordinarily well [3] since we published it last year, thanks to the good work of the advertising department.

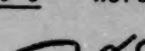
May I request, therefore, that [4] you manufacture another 20,000 copies immediately. We know from experience that it [5] usually takes several months to print that quantity.

I would appreciate it, Mr. Worth, if you would [6] acknowledge this request as soon as you receive it. A. B. James [131]

Student Competency Sheet - page 17

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words transcribed into Shorthand

1. 
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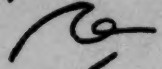
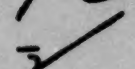
3. 
4. 
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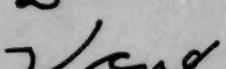
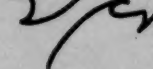
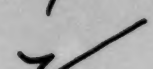
6. 
7. 
8. 
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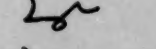
12. 
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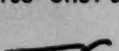
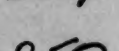
18. 
19. 
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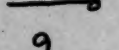
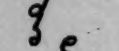
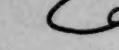
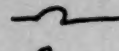
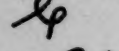
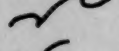
21. 
22. 
23. 
24. 
25. 
26. 
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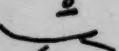
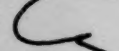
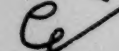
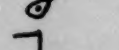
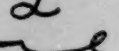
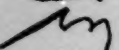
29. 
30. 
31 
32. 
33. 
34. 
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Student Competency Sheet - page 18

Answer Key for Criterion Evaluation (continued from previous page):

Part D - Brief Forms and Phrases transcribed into Shorthand

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Part E - Business Vocabulary Builders and Punctuation

1. Business matters involving risk.
2. Lack of interest or concern; indifference.
3. approval
4. acknowledged or made sure
5. puzzling

ser. 1. Old Glory's colors are red, white, and blue.
par. 2. Please let us know, Mr. Jones, if we can be of further help.
ap. 3. His first book, Coming Home, was a success.
ap. 4. The school secretary, Ellen, is on vacation.
par. 5. In my opinion, we do not need another desk.

Student Competency Sheet - page 19

Answer Key for Criterion Evaluation (continued from previous page):

Part F - Spelling

1. stationery
2. correspondence
3. recommend
4. organization
5. apathy
6. canceled
7. receipt
8. uninterrupted
9. acknowledgment
10. conscious

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 08 Reads and transcribes at a typewriter abbreviated words both in families and not in families in accordance with correct transcription skills

Performance Objective: 01 Given:

A. one plate of practiced material from pages 180-205 in Gregg Shorthand, Series 90, you will transcribe at the typewriter on a six-minute timing with not more than four errors;
B. one plate of practiced material from pages 180-205 in Gregg Shorthand, Series 90, you will read at a rate of 80 words per minute on a one-minute timing;
C. a list of 50 word beginnings, endings, and abbreviations taken from the Recall Chart, pages 202-203, and written in shorthand, you will transcribe into longhand in 15 minutes;
D. a list of 50 practiced brief forms, you will transcribe into shorthand in ten minutes;
E. ten questions taken from Building Transcription Skills which contain vocabulary, use of the introductory comma, and similar word drills, you will complete in ten minutes; and
F. ten spelling words taken from side margins of Reading and Writing Practices, you will write the correct spelling as dictated.

A dictionary and reference manual may be used on Part A only. Your textbook may not be used as a reference.

Learning Activities:

Introduction: Some words may be abbreviated in shorthand simply by leaving off the endings. However, this should not be done if you have learned a shorthand word ending for the form or if you are unfamiliar with the use of the word in dictation. Words from which endings may be dropped will often fall into groups or families. Some very long words may also be abbreviated in this way even though they do not fall into groups.

In addition to learning about abbreviated words in this competency, you will continue to increase your knowledge of brief forms, word beginnings, and word endings. Remember that your transcription is to be done at the typewriter.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

As you read the introduction to Chapter 7, pages 178-179 in your textbook, notice some of the secretary's pointers:

1. When the employer calls, always take a couple of pens and a notebook. You never know if he is going to dictate quite a bit or only give a few instructions.
2. Learn when the employer wishes to be interrupted if you miss a word or phrase--immediately or at the end of the dictation.
3. Sometimes the dictation is very slow until the employer gathers his/her thoughts and then get ready! This is the reason you must develop a high shorthand speed while, at the same time, writing legibly. You must be able to capture the employer's immediate thoughts or they may be forever lost. Try it yourself--it is very hard to say a long sentence in so-so terms and try to repeat it verbatim.
4. Last, take advantage of every opportunity to write and read shorthand. For example you might:

   a. Take you social studies or English notes in shorthand and transcribe them before the next class.
   b. Write the lyrics to your favorite song the next time you hear it played and transcribe.
   c. Try getting some of the news from radio or television and reading back to someone.
   d. Take the minutes of your next class meeting or student council minutes and type them. You may think of other ways to increase your proficiency in shorthand.

Try to pace yourself to complete this competency within six to seven days.

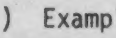
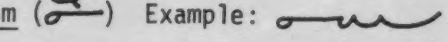
LESSON 37 - Writes and transcribes word ending -ingly and word beginnings im-, em-.

1. Read over Lesson 37, pages 180-183, of Gregg Shorthand, Series 90. Practice writing the Principles before your instructor previews the lesson with you on the chalkboard. Write the representation of these word endings and beginnings on a separate sheet of paper. Cover key below. Self-check.

   -ingly =

   im- and em- =

   im- and em- before a vowel =

   Key: -ingly = represented by disjoined e (o) Example: 
   im- and em- = represented by m (—) Example:
   im- and em- before a vowel = represented by e-m (ɔ—) Example: 

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

2. Homework assignment: Write at least two lines of each new word introduced under Principles. Study the Building Transcription Skills carefully. The various introductory commas will be taught in these six lessons; however, only the if introductory comma will be taught in this lesson. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 37 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation paractices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. Building Transcription Skills - if clause. After studying the introductory if clauses, punctuate the following sentences. Have your instructor check.

   a. If you do not mind I will call you tomorrow.
   b. If John goes I cannot go.
   c. If you cannot say something positive do not say anything.
   d. If Mary could come with me I would be happy.
   e. If the race is longer than expected practice harder.

8. Obtain a sheet of letterhead and a stopwatch. Transcribe Plate 351 at your typewriter. Start the stopwatch when ready and stop it immediately upon completion. Correct errors with correction tape or eraser. Proofread using Student's Transcript, page 41. Circle errors and figure transcription rate. Divide 181 (total words in letter) by transcription time. Put your calculation at top of paper and give to the instructor. Did you achieve 22 words per minute with not more than four errors? If so, good! If not, try harder next time.

LESSON 38 - Writes and transcribes word endings -ship, -ulate, -ulation, -rity; and word beginning sub-.

1. Read over Lesson 38, pages 184-187, of Gregg Shorthand, Series 90. Practice writing the Principles before your instructor previews the lesson with you on the chalkboard. Write the endings and beginning for the following on a separate sheet. Cover key. Self-check answers.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

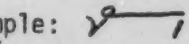
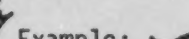
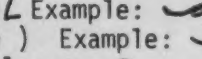
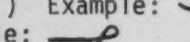
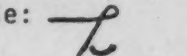
-ship =

sub- =

-ulate =

-ulation =

-rity =

Key: -ship = disjoined ish or (ı) Example: 
sub- = s or (ɾ) Example: 
-ulate = disjoined oo hook or (ɳ) Example: 
-ulation = disjoined oo shun or (ɳ) Example: 
-rity = disjoined r or (◡) Example: 

2. Homework assignment: Write at least two lines of each new word introduced under Principles. Study the Building Transcription Skills carefully. The various introductory commas will be taught in these six lessons; however, only the as introductory comma will be taught in this lesson. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 38 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation practices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. Building Transcription Skills - as comma. As is sometimes used to introduce a dependent clause (a clause without a subject and verb or one that cannot stand alone). When a sentence begins with an as clause, place a comma after it. After studying the examples given on page 185, see if you can place the introductory as comma correctly in the following sentences. Use a separate sheet of paper. Have your instructor check this activity.

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

a. As was written long ago an eye for an eye and a tooth for a tooth.
b. As you know I will be leaving for Hawaii soon.
c. As we all know an innocent man was convicted.
d. As the years come and go the hair takes on the appearance of "salt and pepper."
e. As they say it's easy come, easy go.

8. Using Plate 362, choose a classmate, obtain a stopwatch and have your partner time you as you read. Using page 43 in Student's Transcript, have your partner keep track of words missed, if any, and compute your reading rate. Divide 196 (total words in letter) by time it took to read entire plate. Did you attain 80 words per minute with not more than four errors? If so, good! If not, try harder before Criterion Evaluation.

LESSON 39 - Writes and transcribes word endings -lity, -lty, -self, and -selves.

1. Read over Lesson 39, pages 188-191, of Gregg Shorthand, Series 90. Practice writing the Principles before your instructor previews the lesson with you on the chalkboard. Write the shorthand for the following word endings on a separate sheet of paper. Self-check using key below.

-lity =

-lty =

-self =

-selves =

Key: -lity = disjoined l or (‿) Example:
-lty = disjoined l or (‿) Example:
-self = s or (ς) Example: and
-selves = ses or (ς) Example:

2. Homeword assignment: Write at least two lines of each new word introduced under Principles. Study the Building Transcription Skills carefully. The various introductory commas will be taught in these six lessons; however, only the when comma will be taught in this lesson. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

Student Competency Sheet - page 6

Learning Activities (continued from previous page):

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 39 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation practices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. Building Transcription Skills - when comma. Each time a sentence begins with the word when, set it off with a comma. It is treated like the if and as clauses studied previously. Punctuate the following introductory when clauses on a separate sheet. Have your instructor check your answers.

   a. When you smoke you are more susceptible to lung cancer.
   b. When the right fellow comes along you will know it.
   c. When you do not make good grades you cannot hope to find a top-paying job.
   d. When they go I want to go too.
   e. When you hoot with the owls at night you cannot soar with the eagles the next day.

8. Time yourself with the stopwatch as you did in Activity 8 of Lesson 37. Use Plate 372, page 182 in textbook. Compute your transcription rate at the top of your letter and give to your instructor. Self-check using page 44 in Student's Transcript. Did you make it this time? (Twenty-two words per minute with not more than four errors.) If so, you should do well on the Criterion Evaluation. If not, don't give up, try a little harder.

LESSON 40 - Writes and transcribes abbreviated words--in families.

1. Read over Lesson 40, pages 192-196, of Gregg Shorthand, Series 90. Practice writing the Principles before your instructor previews the lesson with you on the chalkboard. Write the word endings and words for the following groups or families. Cover key then self-check.

   -quent = Example: frequent =

   -tribute = Example: contribute =

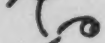
   -quire = Example: inquire =

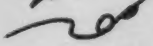
Student Competency Sheet - page 7

Learning Activities (continued from previous page):

-titute = Example: institute =

-titude Example: gratitude =

Key: 1.
2.
3. 
4.
5.

frequent =
contribute =
inquire =
institute =
gratitude = 

2. Homework assignment: Write at least two lines of each new word introduced under Principles. Study the Building Transcription Skills carefully. The various introductory commas will be taught in these six lessons; however, only the introductory clauses will be taught in this lesson. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 40 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation practices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. Read Building Transcription Skills, page 193. You have already studied the if, as, and when commas. In addition to these introductory words, there are several others: after, although, because, before, since, unless, whenever, and should. Try to remember that these are introductory words that introduce dependent clauses (clauses that cannot stand alone) and should be followed by an introductory comma.

   Following the examples given in the textbook, use each of the eight introductory words listed above in a punctuated sentence. Ask your instructor to check your work.

Student Competency Sheet - page 8

Learning Activities (continued from previous page):

8. Using Plate 379, page 193, choose a classmate to time you as you read. Using page 45 in Student's Transcript, have your partner keep an accurate count of words missed. Compute your reading rate after you finish reading the entire letter. Was your speed 80 words per minute with not more than four errors? If so, very good! If not, keep trying! You'll get it.

LESSON 41 - Writes and transcribes additional abbreviated words--in families and abbreviated words--not in families.

1. Read over Lesson 41, pages 197-200, of Gregg Shorthand, Series 90. Practice writing the Principles before your instructor previews the lesson with you on the chalkboard. Write the shorthand abbreviation of the following words--in a family. The ending -graph is represented by gay. Use your notebook for answers. Self-check from textbook.

   1. phonograph
   2. paragraph
   3. telegraph
   4. photographer
   5. photographic
   6. photographs
   7. photographically
   8. autographed
   9. stenographer

   Write the shorthand abbreviation for these long words.

   1. anniversary = a-n-e-v =
   2. convenient-convenience = con-v-e-n =
   3. significant-significance = s-e-gay-n-e-f =
   4. memorandum = m-e-m-o =
   5. statistic = s-t-a-t =
   6. statistics = s-t-a-t-s =
   7. statistical = s-t-a-t-ical =
   8. equivalent = e-k-oo-e-v =
   9. reluctant-reluctance = r-e-l-oo-k =

Student Competency Sheet - page 9

Learning Activities (continued from previous page):

10. privilege = p-r-e-v =

11. privileged = p-r-e-v-d =

12. privileges = p-r-e-v-s =

Write the following words beginning with trans- represented by a disjoined t.

1. transact
2. transaction
3. transportation
4. transmitted
5. translation
6. transistor
7. transfer
8. transcribe
9. transplant

2. Homework assignment: Write at least two lines of each new word introduced under Principles. Study the Building Transcription Skills carefully. The similar-words drill will be taught in this lesson. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 41 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation practices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. Read Building Transcription Skills - similar-words drill. Write two sentences each using the words assistant and assistance. Have your instructor quickly check your work.

8. Transcribe Plate 390 and time yourself as you type. Correct errors and use references as you transcribe. Self-check using page 47 of Student's Transcript. Compute your transcription rate. Did you attain 22 words per minute this time? If so, very good! Let your instructor see your progress.

Student Competency Sheet - page 10

Learning Activities (continued from previous page):

LESSON 42 - Recall or review of Lessons 37-41.

1. Read over Lesson 42, pages 201-205, of Gregg Shorthand, Series 90. Write the Accuracy Practice, pages 201-202. If you cannot make your outlines look like those in the book, ask your instructor what you are doing wrong.

   a. Note carefully that the ow and oi hooks are deep and narrow and how they are placed on the line.
   b. Also notice the difference in height of the th, nt, nd, and mt, md.

2. Homework assignment: Write at least two lines of each word under Accuracy Practice. Study the Building Transcription Skills carefully. Write the Reading and Writing Practice once.

3. Complete the correlating lesson in your workbook and have your instructor correct any outlines missed before doing the taped material.

4. Obtain the correlating tape. Do not use the textbook as a crutch--only look at those outlines you are not sure how to write. Remember, keep up with the person dictating. Give the practice to your instructor.

5. Obtain the Graded Test for Lesson 42 and complete. Do your transcription at the typewriter. Have your instructor check your test and return for study purposes.

6. Continue to keep all punctuation practices, Business Vocabulary Builders, and spelling in your notebook for study purposes on the Criterion Evaluation.

7. See if you can read the entire Recall Chart, which reviews word beginnings and endings, four minutes or less. Have a classmate time you as you read using page 48 in Student's Transcript.

8. Choose a classmate and take turns reading the two articles contained in the Reading and Writing Practice, using pages 48-49 in Student's Transcript as the key. Time each other.

9. You completed the last list of brief forms in the last competency. Now see how well you remember them.

   a. Obtain a set of flash cards which contains all 119 brief forms previously studied.
   b. Choose a classmate and have partner flash the shorthand side as you read them aloud. Have partner keep track of how many you miss.

Student Competency Sheet - page 11

Learning Activities (continued from previous page):

c. Have classmate flash longhand side of cards as you write the shorthand outlines for each brief form. Let classmate check your paper and write correctly any missed. Do same for classmate. Study carefully, 50 of these will be on Criterion Evaluation.

10. You are now ready for the Criterion Evaluation of Lessons 37-42 if you have diligently worked on your learning activities and attained the self-paced goals given. See your instructor for the Criterion Evaluation.

Alternate Learning Activities:

1. Ask your instructor for a designated number of the geographical flash cards. Choose a classmate and practice reading and writing with each other.

2. Using pages 314-315 of your textbook, have a friend dictate the designated number of geographical expressions. Fold you paper into four sections (fan-shaped) and write the shorthand for the expression on the first fold. Transcribe the shorthand on the second fold. Write the shorthand for longhand just finished on the third fold. Write the longhand for shorthand on the fourth fold

Student Competency Sheet - page 12

Criterion Evaluation:

In accordance with the correct English transcription of the selected practiced material found in the answer key, you must achieve:

Part A - A net transcription rate of 22 words per minute with not more than four errors on a six-minute timing.

Part B - A net reading rate of 80 words per minute with not more than four errors on a one-minute timing.

Part C - Accuracy of 90% for the list of 50 practiced words on a 15-minute timing.

Part D - Accuracy of 95% for the list of 50 practiced brief forms on a ten-minute timing.

Part E - Accuracy of 80% on Transcription Skill Builders on a ten-minute timing.

Part F - Accuracy of 90% on ten practiced spelling words dictated in three minutes.

Equipment and Materials: Fine point pen, shorthand notebook, and a typewriter

References: Dictionary and reference manual (on Part A only)

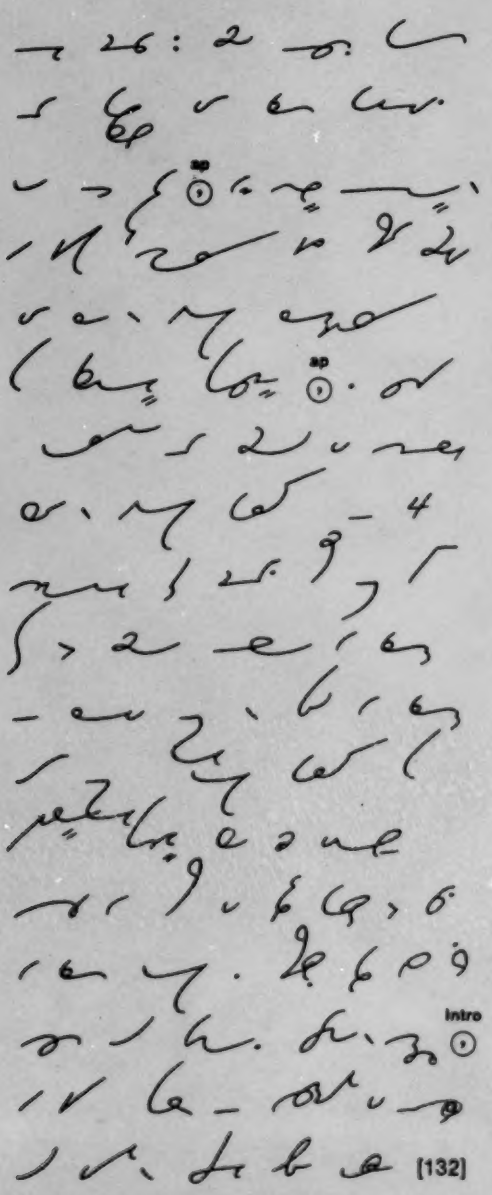
Total Test Time: 45 minutes

Student Competency Sheet - page 13

Criterion Evaluation (continued from previous page):

Part A - Transcription from Shorthand - Total Time: 6 minutes

Transcribe Plate 383 at the typewriter. You will be timed for six minutes which includes proofreading and using references.



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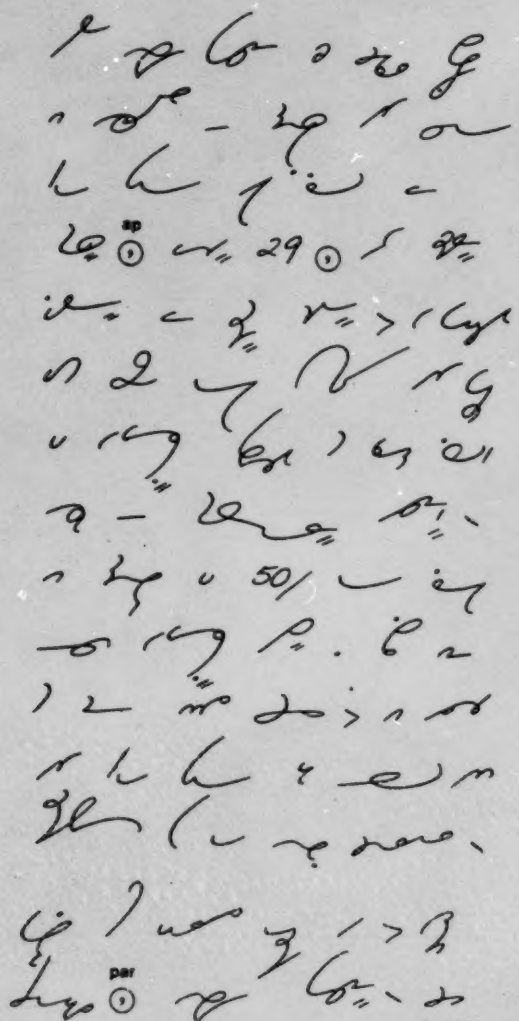
Student Competency Sheet - page 14

Criterion Evaluation (continued from previous page):

Part B - Reading from Shorthand - Total Time: 1 minute

Read Plate 364 aloud. You will be timed for one minute.



[118]

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Student Competency Sheet - page 15

Criterion Evaluation (continued from previous page):

Part C - Transcription from Shorthand (Practiced Words) - Total Time: 15 minutes

Transcribe these shorthand words into longhand in the spaces provided. You will be allowed 15 minutes.

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33.
34.
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36.
37.
38.
39.
40.

Student Competency Sheet - page 16

Criterion Evaluation (Part C continued from previous page):

41. _____ 46. _____
42. _____ 47. _____
43. _____ 48. _____
44. _____ 49. _____
45. _____ 50. _____

Part D - Transcription into Shorthand (Brief Forms) - Total Time: 10 minutes

Transcribe these brief forms into shorthand. You will be allowed 10 minutes.

1. Mr. _____ 16. thank _____
2. are-our-hour _____ 17. one (won) _____
3. am _____ 18. thing-think _____
4. that _____ 19. business _____
5. Mrs. _____ 20. doctor _____
6. with _____ 21. gentlemen _____
7. there (their) _____ 22. company _____
8. good _____ 23. manufacture _____
9. be-by _____ 24. present _____
10. could _____ 25. advertise _____
11. after _____ 26. Ms. _____
12. were _____ 27. immediate _____
13. work _____ 28. advantage _____
14. circular _____ 29. suggest _____
15. order _____ 30. out _____

Student Competency Sheet - page 17

Criterion Evaluation (Part D continued from previous page):

31. acknowledge _____
32. question _____
33. organize _____
34. difficult _____
35. envelope _____
36. satisfy-satisfactory _____
37. request _____
38. under _____
39. particular _____
40. regard _____
41. opinion _____
42. responsible _____
43. publish-publication _____
44. world _____
45. recognize _____
46. quantity _____
47. executive _____
48. throughout _____
49. objected _____
50. corresponded _____

Part E - Building Transcription Skills - Total Time: 10 minutes

Punctuate the following sentences correctly using a comma after each introductory clause and use assistance and assistants correctly in sentences.

1. As you know we will be leaving shortly.
2. When I was in Hollywood I toured the Dallas set.
3. For your convenience I am enclosing a self-addressed envelope.
4. Write a sentence using the word assistance below.

_____

5. Write a sentence using the word assistants below.

_____

Briefly define the following Business Vocabulary Builders:

1. reimbursed -
2. subsidiary -
3. integrity -
4. endeavor -
5. reluctant -

Student Competency Sheet - page 18

Criterion Evaluation (continued from previous page):

Part F - Spelling - Total Time: 3 minutes

The instructor will dictate ten words taken from side margins of Lessons 37-42. Write these words below.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Student Competency Sheet - page 19

Answer Key for Criterion Evaluation:

Part A - Transcription from Shorthand

383 Ms. Smith: We are making progress in the preparation of the circular promoting our new publication,[1] *The Correspondence Manual.* It should be completed shortly after the first of the year. It will be illustrated[2] by Charles Brown, an acknowledged leader in the field of commercial art. It will be printed in four colors,[3] which is something we have never done before.

We will mail the circulars in yellow envelopes. Both the circulars[4] and the envelopes will be printed by Doyle Brothers, where we always get the advantage of special prices.[5]

I think the circular will be an advertising piece that has character and pulling power. Consequently, it[6] should bring in thousands of inquiries and orders. James B. Ryan [132]

Part B - Reading from Shorthand

364 Dear Captain Brown: We sincerely appreciate your kindness in subscribing to the annual charity ball[1] to be held on Friday, October 29, at the Western Hotel on Fifth Street.

The proceeds of this affair[2] will be devoted to the purchase of Thanksgiving baskets for serious hardship cases in Franklin Township.[3] Your subscription of $50 will help make Thanksgiving Day a happy one for some worthy family.

Your[4] ticket to the charity ball was mailed to you several days ago by our corresponding secretary.[5] Perhaps you have already received it.

Thank you for your generosity, Captain Brown. Sincerely yours, [118]

Student Competency Sheet - page 20

Answer Key for Criterion Evaluation (continued from previous page):

Part C - Words transcribed into Shorthand

1. efficient
2. tabulation
3. faculty
4. deficiency
5. proficiency
6. confidentially
7. available
8. determination
9. detaining
10. uncomfortable
11. thoughtfully
12. readily
13. exceedingly
14. facility
15. reliability
16. majority
17. relationship
18. meetings
19. entertainingly
20. introduction
21. employee
22. improvement
23. debated
24. pursued
25. repeated
26. performance
27. impersonal
28. enforced
29. transportation
30. become
31. beneath
32. displace
33. alteration
34. extremely
35. information
36. actually
37. submitted
38. interestingly
39. noninterested
40. direct
41. direction
42. conference
43. critically
44. describe
45. dismissed
46. furniture
47. furthermore
48. reporter
49. patient
50. themselves

Student Competency Sheet - page 21

Answer Key for Criterion Evaluation (continued from previous page):

Part D - Brief Forms transcribed into Shorthand

1.
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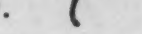
13. 
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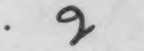
16. 
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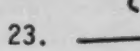
25. 
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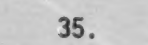
35. 
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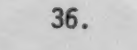
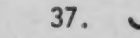
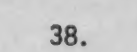
37. 
38. 
39. 
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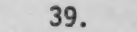
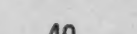
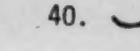
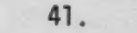
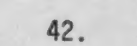
41. 
42. 
43. 
44. 
45. 
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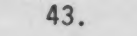
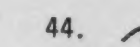
47. 
48. 
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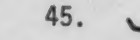
50. 

Part E - Building Transcription Skills (punctuation, word meaning, and vocabulary)

1. As you know, we will be leaving shortly.
2. When I was in Hollywood, I toured the Dallas set.
3. For your convenience, I am enclosing a self-addressed envelope.
4. Answer will vary - assistance used in a sentence
5. Answer will vary - assistants used in a sentence

Student Competency Sheet - page 22

Answer Key for Criterion Evaluation (Part E continued from previous page):

1. paid back
2. a company owned by another
3. honesty
4. a serious, determined effort
5. unwilling

Part F - Spelling

1. periodicals
2. eligible
3. impartially
4. substantially
5. subscription
6. remittances
7. vehicle
8. urgent
9. inquiries
10. similarities

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 09 Writes, reads, and transcribes at a typewriter compound and special phrases requiring intersections using acceptable transcription skills

Performance Objective: 01 Given:

A. one plate of practiced material from pages 223-224 in Gregg Shorthand, Series 90, you will transcribe from shorthand at the typewriter on a six-minute timing. A dictionary and reference manual may be used. Your textbook may not be used as a reference;
B. one plate of practiced material from page 211 in Gregg Shorthand, Series 90, you will read for one minute;
C. a tape containing 50 practiced words to be taken from dictation in shorthand and transcribed into longhand;
D. a tape containing 50 practiced Brief Forms to be taken from dictation in shorthand and transcribed into longhand;
E. ten transcription skill builders, you must achieve 80% accuracy; and
F. ten spelling words from the side margins of Lessons 43-48, you must achieve 90% accuracy.

Learning Activities:

Introduction: In this competency you will be given additional information in several areas you have studied previously. These include word beginnngs and endings, amounts and quantities, and geographical expressions. In addition, you will learn to write compound words and intersections in shorthand. Compounds are usually written by joining the outlines which make up the compound word. A few special phrases may be written by writing one shorthand outline through another and thus forming an intersection.

This is also the last competency in which you will be presented new words and outlines. After this competency, you will be practicing and improving the skills and knowledge you have already acquired.

Read the introduction to Chapter 8, "The Secretary Interacts with Others." You may also want to read about human relations with fellow employees, with

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

employers, and with customers in Human Relations in Business if your instructor has a copy. All three relationships are different and must be handled in a different manner.

You should complete the activities in this competency in six to seven days.

LESSON 43 - Writes word beginnings mis-, super-, and u represented by oo.

1. Proceed with the five basic learning activities for the study of Lesson 43 as you have done in the past.

   a. Preview each lesson with your instructor after you have familiarized yourself with the new Principles presented.
   b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework note for the reading practices.
   c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
   d. Take the correlated taped dictation as classwork. Perhaps your instructor has time to take the dictation with you.
   e. Complete the Graded Test for Lesson 43. Have your instructor check your outlines.
   f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

2. Study the following word beginnings carefully. Write a word using each.

   mis- =

   super- = disjoined right s before the first letter of the word or (❯) =

   u = oo after n or m or (⊃) =

3. Building Transcription Skills - Study the use of the conjunction comma on page 209 in your textbook. This comma is used before a conjunction joining two independent clauses (clauses having a subject and a predicate). This would be a compound sentence. See if you can punctuate the following compound sentences. Write answers in your notebook. Have your instructor check this activity.

   a. You may take your time in deciding but remember the deadline is December 20.
   b. Send this letter to Ms. Jeffrey and enclose a copy of Purchase Order 92-117.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

c. Please sign both copies of the contract and return the white copy to us.
d. Phyllis will bring the cake Carol will bring the salad and Jackie will bring the drinks.
e. We started out with ten flight students but only four are left.

4. Transcribe Plate 407, page 209, in your textbook. Time yourself so that you can compute your transcription rate. Try to achieve 24 words per minute with not more than four errors. Use letterhead if available and correction tape or an eraser.

LESSON 44 - Writes word beginnings self- and circum- and word ending -ification.

1. Proceed with the five basic learning activities for the study of Lesson 44 as you have done in the past.

a. Preview each lesson with your instructor after you have familiarized yourself with the new Principles presented.
b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework note for the reading practices.
c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
d. Take the correlated taped dictation as classwork. Perhaps your instructor has time to take the dictation with you.
e. Complete the Graded Test for Lesson 44. Have your instructor check your outlines.
f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

2. Write the outline that represents each of the following:

self-

circum-

-ification

Key: self- = disjoined left s or (‹)
circum- = disjoined left s or (‹)
-ification = disjoined f or ( ))

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

3. Building Transcription Skills - The and omitted comma is used between two or more adjectives modifying or preceding a noun. Study this section carefully. Remember the hint: if and can be inserted between the adjectives and the sentence still makes good sense, a comma is needed to replace and. This is why this type of comma is called and omitted comma. Try your luck at punctuating the sentences below. Have your instructor check this activity.

   a. Most students think of Jane as a congenial outgoing person.
   b. A stamped self-addressed envelope is enclosed for your convenience.
   c. Carmella wore a beautiful blue dress to the dinner theatre.
   d. The office supervisor described Wanda as a quiet efficient worker.
   e. Anne purchased an attractive green checked dress for $50.

4. Choose a classmate and read Plate 417 in your textbook. Letter 417 in Student's Transcript, page 51, may be used as the key. Have classmate keep count of any words missed. Compute your reading rate. It should be 85 words per minute with four or less errors. Inform your instructor of your rate.

LESSON 45 - Writes word endings -hood and -ward, ul, and quantities and amounts.

1. Proceed with the five basic learning activities for the study of Lesson 45 as you have done in the past.

   a. Preview each lesson with your instructor after you have familiarized yourself with the new Principles presented.
   b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework note for the reading practices.
   c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
   d. Take the correlated taped dictation as classwork. Perhaps your instructor has time to take the dictation with you.
   e. Complete the Graded Test for Lesson 45. Have your instructor check your outlines.
   f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

Student Competency Sheet - page 5

Learning Activities (continued from previous page):

2. Write the representation of the following in shorthand:

   -hood =

   -ward =

   ul =

   Key: -hood = disjoined d or (⟋)
   -ward = disjoined d or (⟋)
   ul = oo or (∩) preceding upward stroke

3. Notice that the n representing hundred is written directly under the figure so that it is not confused by m representing million which is written beside the figure. Write the outline for the quantities and amounts below in your notebook.

800	a million
$200	several hundred
$7,000,000	6 pounds
$10,000,000,000	3 feet
a dollar	

   Check your answers using your textbook.

4. Building Transcription Skills - Spelling families - words that end in -tion, -sion, and -shion. Complete the following:

   a. Do the second part of the Tryout Exercise on page 127 in Spelling: A Mnemonics Approach. Self-check your answers using page 230, Chapter 15 of same book.
   b. Study Lesson 30, Rules 1-9, pages 128-131 in same book. Complete Lesson 30 Review, page 133. See your instructor for a key and self-check. Study those words missed.

5. Transcribe Plate 429. Compute your transcription rate and self-check using Letter 429, page 52, in Student's Transcript. Was your rate 24 words per minute this time? If not, choose another letter, set your timer, and transcribe.

LESSON 46 - Writes word ending -gram, word beginnings electric- and electr-, compounds, and intersections.

1. Proceed with the five basic learning activities for the study of Lesson 46 as you have done in the past.

   a. Preview each lesson with your instructor after you have familiarized yourself with the new Principles presented.

Student Competency Sheet - page 6

Learning Activities (continued from previous page):

b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework note for the reading practices.
c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
d. Take the correlated taped dication as classwork. Perhaps your instructor has time to take the dictation with you.
e. Complete the Graded Test for Lesson 46. Have your instructor check your outlines.
f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

2. Write the outlines for -gram, electric-, and electr-.

Key: -gram - disjoined gay or (⌒)
electric-/electr- = disjoined el or (ℓ⌒)

3. Write each of the compound words by writing the words which make up the compound separately and then the outlines for each.

anyhow	however
anywhere	within
thereupon	withstand
someone	notwithstanding
worthwhile	

4. Write the outlines for the intersections. These are characters written through each other used in special phrases.

a.m.	vice versa
p.m.	Chamber of Commerce

5. Building Transcription Skills - Study the similar words drill. Use prominent and permanent in two separate sentences. Have your instructor check your accuracy.

6. Read Plate 441, page 223, in your textbook. Select a partner to listen and check your accuracy. Key is Letter 441 in Student's Transcript, page 53.

LESSON 47 - Writes geographical expressions and names.

1. Proceed with the five basic learning activities for the study of Lesson 47 as you have done in the past.

a. Preview each lesson with your instructor after you have familiarized yourself with the new Principles presented.

Student Competency Sheet - page 7

Learning Activities (continued from previous page):

b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework note for the reading practices.
c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
d. Take the correlated taped dictation as classwork. Perhaps your instructor has time to take the dictation with you.
e. Complete the Graded Test for Lesson 47. Have your instructor check your outlines.
f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

2. Write the outlines for the following geographical word endings:

-burg

-ingham

-ington

-ville

Key: -burg = (( )
-ingham = disjoined (—)
-ington = disjoined (⌐)
-ville = ( ))

3. Building Transcription Skills - Study the Grammar Checkup carefully on the use of comparative and superlative adjectives and adverbs. A good secretary must possess adequate grammar skills. You have to be skilled enough to find any errors your employer may make in a moment of haste. If you are proficient enough to catch any grammatical errors before typing, you will not only make you and your boss look like "pros" but you will save yourself valuable time by not having to retype the document.

Read Paragraph 1071, "Problems of Comparison," pages 201-202, in The Gregg Reference Manual.

a. This is the (finer, finest) painting in the museum.
b. Which of the two girls is (better, best) qualified for the job?
c. Of the two towns, which is (further, farthest) away?
d. Randy is the (worse, worst) of the whole crew.
e. John was voted (more, most) likely to succeed in his class.

Student Competency Sheet - page 8

Learning Activities (continued from previous page):

4. Transcribe Plate 448. Compute your transcription rate and self-check and circle errors using Letter 448, page 116, in Student's Transcript. Did you get 24 words per minute? If not, choose other letters from this lesson and time yourself as you try to improve your rate.

LESSON 48 - Recall or review of Lessons 43-47.

1. Proceed with the five basic learning activities for the study of Lesson 48 as you have done in the past.

   a. Preview each lesson with your instructor after you have familiarized yourself with the Accuracy Practice.
   b. Homework: Continue to write the new outlines at least two lines each and write the Reading and Writing Practice once. Exchange homework notes for the reading and writing practices.
   c. Do the correlated lesson in your workbook as homework. This should take about ten minutes. Have your instructor check this activity.
   d. Take the correlated taped dictation as classwork. Perhaps your instructor has time to take the dictation with you.
   e. Complete the Graded Test for Lesson 48. Have your instructor check your outlines.
   f. Continue keeping spelling and Building Transcription Skills in your notebook for a reference.

2. Study carefully the Accuracy Practice. If you need help in determining the size of the outlines, see your instructor. Also, practice reading and writing the Recall Chart as another student assists you.

3. Choose a classmate and take turns reading the articles in the Reading and Writing Practice. Compute your reading rate. If your reading rate is not 85 words a minute with four or less mistakes, ask your instructor for additional practice material.

4. Obtain the Brief Form flash cards from your instructor. Choose someone to assist you. See how rapidly you can read the brief forms. Do the same for your partner.

5. Using page 90 in the Student's Transcript, have a friend dictate the brief forms to you (one every five seconds). Fold you paper into four sections (fan shape). Write the shorthand for each brief form on the first fold. After the dictation is complete, go back and transcribe each outline into longhand on the second fold. Next, go back and transcribe the longhand into shorthand on the third fold. Now, go back and transcribe the shorthand into longhand on the fourth fold. Results: you should now be able to read and write all of the brief forms!

Student Competency Sheet - page 9

Learning Activities (continued from previous page)

6. Use the Recall Chart, Brief Form Chart, on page 320 of your textbook, and your Transcription Skills notebook which contains spelling, vocabulary, punctuation, and grammar from Lessons 43-48 as a final review before asking your instructor for the Criterion Evaluation.

Student Competency Sheet - page 10

Criterion Evaluation:

Given a test containing six parts, you must achieve the following criteria:

Part A - Requires a transcription rate of 24 words per minute with four or less errors on a six-minute timing.

Part B - Requires a reading rate of 85 words per minute with four or less errors on a one-minute timing.

Part C - Requires accuracy of 90% for both the shorthand outline and its transcription on a 17-minute timing.

Part D - Requires 95% accuracy on both the brief form and its transcription on a 17-minute timing.

Part E - Requires 80% accuracy on Transcription Skills on a five-minute timing.

Part F - Requires 90% accuracy on a three-minute timing.

Equipment and Materials: Fine point pen, shorthand notebook, and a typewriter

References: Dictionary and a reference manual (on Part A only)

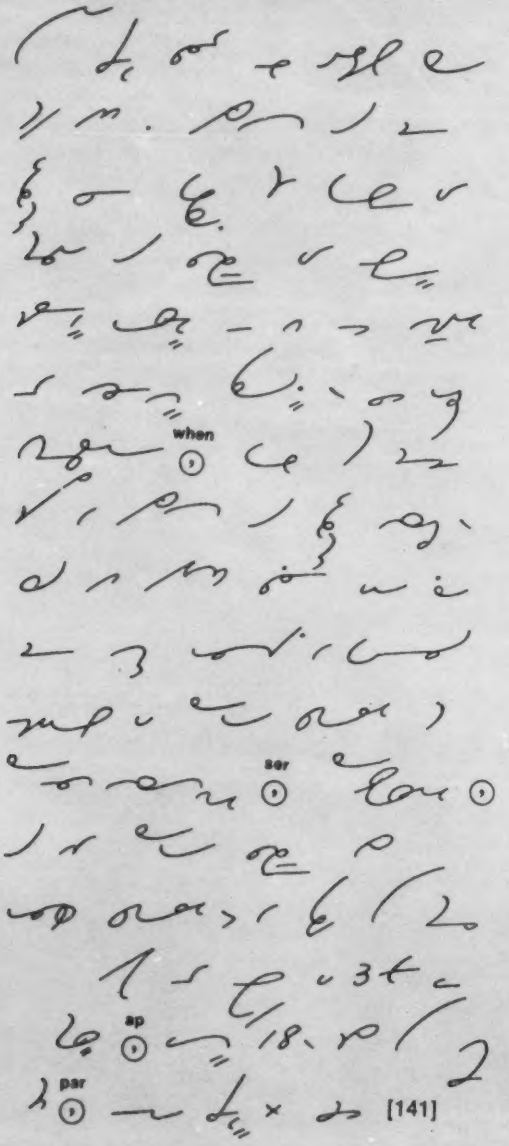
Time Limit: 49 minutes

Student Competency Sheet - page 11

Criterion Evaluation (continued from previous page):

Part A - Transcription at the Typewriter - Total Time: 6 minutes

Transcribe Plate 442 at the typewriter. You will be timed for six minutes which includes proofreading and use of references.



[141]

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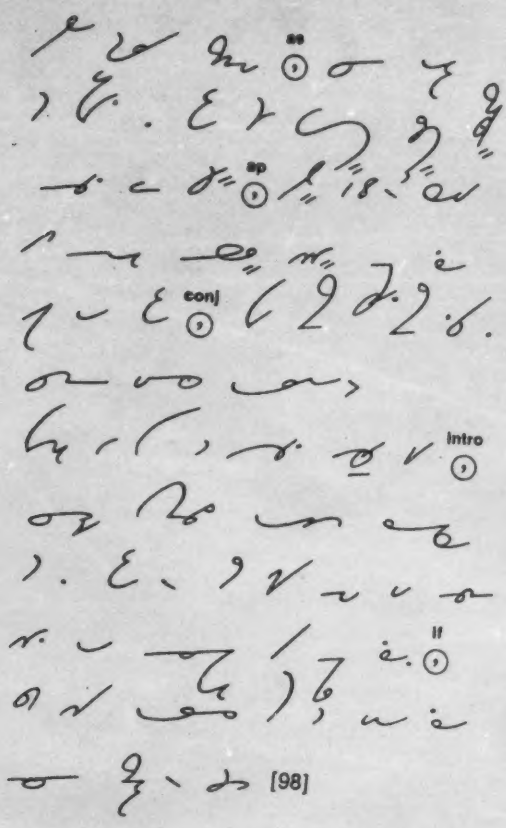
Student Competency Sheet - page 12

Criterion Evaluation (continued from previous page):

Part B - Reading from Shorthand - Total Time: 1 minute

Read Plate 411 aloud. You will be timed for one minute.



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Student Competency Sheet - page 13

Criterion Evaluation (continued from previous page):

Part C - Transcription into Shorthand and Longhand (Practiced Words, Phrases, and Amounts) - Total Time: 17 minutes

Your instructor will play a tape on which are recorded 50 practiced words from the Recall Chart. Follow the instructions on the tape. You will be allowed 10 minutes to write shorthand symbols for the words dictated and seven minutes to transcribe them into longhand.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____
11. _____ _____
12. _____ _____
13. _____ _____
14. _____ _____
15. _____ _____
16. _____ _____
17. _____ _____
18. _____ _____
19. _____ _____
20. _____ _____
21. _____ _____
22. _____ _____
23. _____ _____
24. _____ _____
25. _____ _____
26. _____ _____
27. _____ _____
28. _____ _____
29. _____ _____
30. _____ _____
31. _____ _____
32. _____ _____
33. _____ _____
34. _____ _____
35. _____ _____
36. _____ _____
37. _____ _____
38. _____ _____
39. _____ _____
40. _____ _____

Student Competency Sheet - page 14

Criterion Evaluation (Part C continued from previous page):

41. _____ _____
42. _____ _____
43. _____ _____
44. _____ _____
45. _____ _____
46. _____ _____
47. _____ _____
48. _____ _____
49. _____ _____
50. _____ _____

Part D - Transcription into Shorthand and Longhand (Brief Forms) - Total Time: 17 minutes

Your instructor will play a tape on which are recorded 50 words for which you are to write the brief forms. Follow the instructions on the tape. You will be allowed 10 minutes to write the shorthand and seven minutes to transcribe it into longhand.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____
8. _____ _____
9. _____ _____
10. _____ _____
11. _____ _____
12. _____ _____
13. _____ _____
14. _____ _____
15. _____ _____
16. _____ _____
17. _____ _____
18. _____ _____
19. _____ _____
20. _____ _____
21. _____ _____
22. _____ _____
23. _____ _____
24. _____ _____
25. _____ _____
26. _____ _____
27. _____ _____
28. _____ _____
29. _____ _____
30. _____ _____

Student Competency Sheet - page 15

Criterion Evaluation (Part D continued from previous page):

31.	_____ _____	41.	_____ _____
32.	_____ _____	42.	_____ _____
33.	_____ _____	43.	_____ _____
34.	_____ _____	44.	_____ _____
35.	_____ _____	45.	_____ _____
36.	_____ _____	46.	_____ _____
37.	_____ _____	47.	_____ _____
38.	_____ _____	48.	_____ _____
39.	_____ _____	49.	_____ _____
40.	_____ _____	50.	_____ _____

Part E - Building Transcription Skills - Total Time: 5 minutes

Punctuate these sentences using the comma.

1. There were 30 people in my class but only 20 are left.
2. A stamped addressed envelope is enclosed.

Add the correct ending (-tion or -sion) to these words:

3. posi _____
4. provi _____

Define:

5. ultimate -
6. priority -

Circle the correct comparative or superlative adjective:

7. Is Jane, Mary, or Sarah the (better, best) qualified for the job?
8. Which is (more, most) efficient, John or Ralph?
9. This is the (finer, finest) game I have ever watched.
10. Of the two dogs, Snowball is the (taller, tallest).

Student Competency Sheet - page 16

Criterion Evaluation (continued from previous page):

Part F - Spelling - Total Time: 3 minutes

Write the 10 words dictated by your instructor in longhand. You will have three minutes.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Student Competency Sheet - page 17

Answer Key for Criterion Evaluation:

Part A -

442 Dear Mr. Jennings: Within the next three or four days I will forward to you a diagram and some specifications[1] I am preparing for the placement of the furniture and equipment of the National Steamship Lines[2] in your new quarters in the Chemical Building. When you receive this material, please have someone study the[3] diagram and specifications carefully. I want to discuss with him or her some questions regarding the[4] permanent installation of electrical outlets for electronic calculators, electric typewriters,[5] and other electrical equipment that requires outlets.

The best time for me would be in the neighborhood[6] of 3 p.m. on Friday, August 18. Is that time convenient for you, Mr. Jennings? Sincerely[7] yours, [141]

Part B -

411 Dear Fred: As you know, I am responsible for obtaining a speaker for the Progressive Executives[1] Association meeting on Saturday, December 18. I wrote to Mrs. Mary Worth inviting her to[2] be our speaker, but I have not even had an acknowledgment of my letter.

Because the time is getting quite[3] short, I must definitely look elsewhere for a speaker. If you should know of anyone you think our members would[4] enjoy hearing, I wish you would let me have his or her name as soon as possible. Sincerely yours, [98]

Student Competency Sheet - page 18

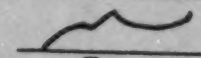
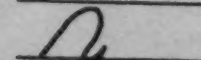
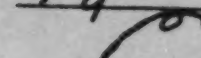
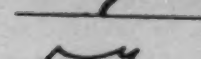
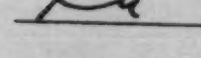
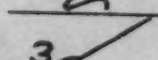
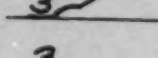
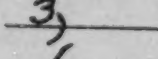
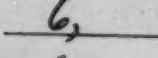
Answer Key for Criterion Evaluation (continued from previous page):

Part C -

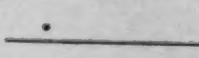
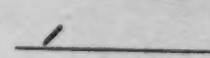
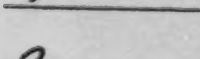
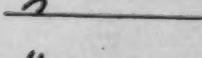
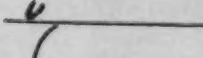
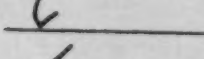
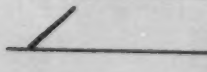
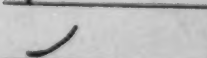
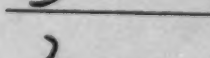
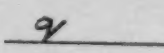
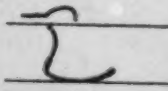
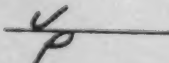
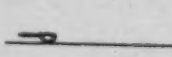
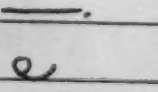
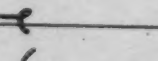
1. childhood
2. reported
3. function
4. divided
5. encouragement
6. utilities
7. perplexing
8. compliance
9. ultimate
10. termination
11. circumstantial
12. disappoint
13. transmission
14. forwarded
15. self-contained
16. verification
17. relationships
18. turns
19. readily
20. exceedingly
21. Birmingham
22. require
23. Washington
24. to be
25. I have not been able
26. entertainingly
27. purchases
28. faculties
29. genuine
30. ahead
31. thermometer
32. congratulations
33. underinsured
34. direction
35. interested
36. introduced
37. creditor
38. program
39. defeat
40. efficiency

Student Competency Sheet - page 19

Answer Key for Criterion Evaluation (Part C continued from previous page):

41.  dental
42.  devotion
43.  to make
44.  at a loss
45.  let me
46.  of course
47. $300,000
48.  3 feet
49.  6 percent
50.  p.m.

Part D -

1. I
2. will-well
3. a-an
4.  it-at
5.  is-his
6. you-your
7.  of
8.  but
9.  would
10.  they
11.  them
12. and
13. from
14.  should
15.  street
16. glad
17. yesterday
18.  soon
19. enclose
20. value
21.  what
22. about
23.  any
24. important-importance
25.  morning
26. where
27. next
28.  part
29. opportunity
30.  several

Student Competency Sheet - page 20

Answer Key for Criterion Evaluation (Part D continued from previous page):

31.	very	41.	regular
32.	time	42.	idea
33.	acknowledge	43.	subject
34.	general	44.	worth
35.	over	45.	ordinary
36.	progress	46.	experience
37.	success	47.	never
38.	state	48.	object
39.	wish	49.	character
40.	probable	50.	government

Part E -

1. There were 30 people in my class, but only 20 are left.
2. A stamped, addressed envelope is enclosed.
3. position
4. provision
5. Maximum or final.
6. Something meriting first attention.
7. Is Jane, Mary, or Sarah the (better, best) qualified for the job?
8. Which is (more, most) efficient, Jane or Ralph?
9. This is the (finer, finest) game I have ever watched.
10. Of the two dogs, Snowball is the (taller, tallest).

Student Competency Sheet - page 21

Answer Key for Criterion Evaluation (continued from previous page):

Part F -

1. companies (plural)
2. supervisors
3. courteous
4. superintendent
5. miscellaneous
6. prominent
7. convenient
8. extension
9. extraordinary
10. significantly

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 10 Takes practiced dictation at 50 words per minute and transcribes

Performance Objective: 01 Given:

A. two minutes of practiced dictation from Lessons 49-56 in Gregg Shorthand, Series 90, at 50 words per minute you will transcribe at the typewriter for 10 minutes with 95% accuracy according to the grading scale below.

Grade	Error Limit
A or P+	0-1
B or P	2-3
C or P-	4-5
D	6-7
E	8 or more

B. one plate of practiced material from Lessons 49-56 in Gregg Shorthand, Series 90, you will read at a rate of 100 words per minute for one minute with not more than four errors;

C. ten items from Transcription Skill Builders, you must achieve 80% accuracy in 15 minutes; and

D. ten spelling words taken from the side margins of Lessons 49-56, you must achieve 90% accuracy in three minutes.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation speed and transcription rate. If your typing speed is below 40 words per minute, then you will need to spend some of your shorthand or typing time developing your typing speed. If you need help, see your instructor for practice material, and try to increase your typing speed to 40 words per minute during the next month. The faster you can type, the faster you will be able to transcribe your dictation--provided your outlines are written legibly. Plan to complete this competency in eight days or less.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

1. Read the introduction to Chapter 9, "The Secretary's Day," in preparation for a brief discussion with your instructor of a typical day at the office.

2. Lessons 49-56 are reinforcement lessons of the previously completed theory lessons. Proceed with the same basic study principles for each of these lessons.

   a. Read the entire lesson before previewing with your instructor.
   b. Write the lesson as homework. Exchange notes with a friend and read to each other, computing your reading rate on each plate as you go.
   c. Complete your workbook assignment for each lesson as homework. Have your instructor check this.
   d. Obtain and complete the correlating taped assignment.
   e. Now that you have completed all of shorthand theory, you will not have any more Graded Tests at the end of the taped lessons. Instead, choose two of your best letters from your tape notes and transcribe these at the typewriter for 10 minutes. Correct as you type. When time is up, proofread using the Student's Transcript. Assign your transcription a grade and give to your instructor.

3. Continue to study Building Transcription Skills contained in each lesson and transfer the vocabulary builders and spelling words to your review notebook. These will appear on your Criterion Evaluation.

4. Study the infinitive or the verb form usually introduced by to. Avoid "split infinitives" as explained on page 256 of your textbook. See if you can find the sentences with "split infinitives" below. See your instructor for the key.

   a. To walk a mile, you must take the first step.
   b. To properly take care of your skin, it must be cleansed nightly.
   c. The jury was told to carefully prepare its verdict.
   d. To get the best results from your microwave oven, follow these directions.
   e. To have more effectively displayed the strobe lights, he should have consulted an advertising specialist.

5. Using the practice tape prepared by your instructor, you are to take a two-minute take at 50 words per minute and transcribe in 10 minutes as indicated in the Performance Objective for each of Lessons 49-56. This activity will prepare you for the Criterion Evaluation. Proofread and assign your own grade according to the grading scale in the Performance Objective. Turn in to your instructor.

6. If you have conscientiously completed the Learning Activities assigned for Lessons 49-56, you are ready for the Criterion Evaluation. See your instructor.

Student Competency Sheet - page 3

Criterion Evaluation:

Given:

A. two minutes of dictation at 50 words per minute, either on tape or by your instructor, you will transcribe for 10 minutes including use of dictionary and reference manual, proofreading, and error correction with 95% accuracy. Use a plain sheet of paper. Single space body of letters and double or triple space between letters transcribed;
B. one letter of practiced material, you will read 100 words per minute for one minute aloud to your instructor with not more than four errors;
C. ten items from Transcription Skill Builders containing infinitives, you will complete in 15 minutes with 80% accuracy; and
D. ten spelling words from the side margins of Lessons 49-56, you must achieve 90% accuracy.

Equipment and Materials: Fine point pen, shorthand notebook, typewriter, and an eraser or correction tape

References: Dictionary and reference manual

Time Limit: 30 minutes

Student Competency Sheet - page 4

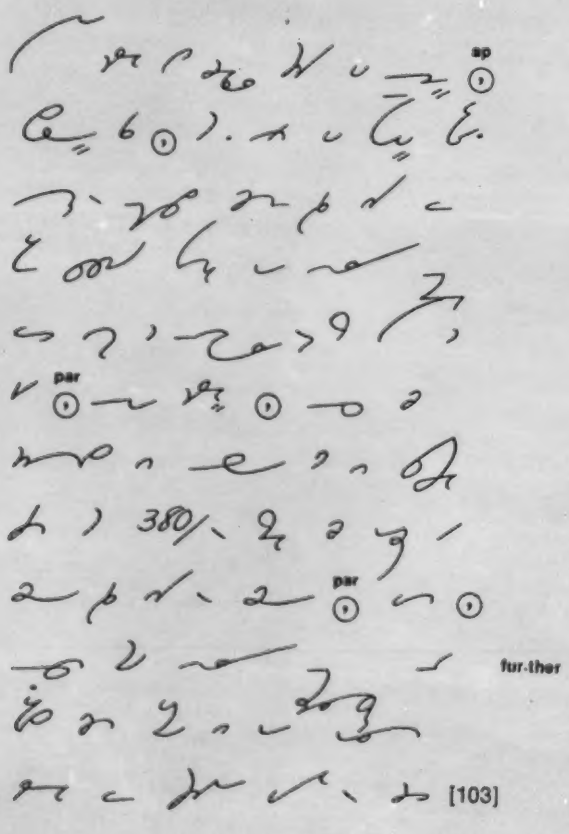
Criterion Evaluation (continued from previous page):

Part A - Transcription from Dictation - Total Time: 12 minutes

You will be dictated two minutes of dictation from Lessons 49-56 at 40 words per minute. You will be allowed 10 minutes for transcription and production of final copy.

Part B - Reading from Practiced Material - Total Time: 1 minute

You will read Plate 508 in one minute.



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Student Competency Sheet - page 5

Criterion Evaluation (continued from previous page):

Part C - Transcription Skills - Total Time: 15 minutes

Infinitives - Place a c under each sentence written correctly.

1. To correctly tune the engine, John needs more tools.

_____

2. To halfway do a job is not good enough.

_____

3. Joan was told to carefully prepare the report.

_____

4. To know Roger Staubach personally is Harry's biggest dream.

_____

5. To be listed in the top ten is quite an honor.

_____

Define the words listed below briefly.

1. fatal -
2. competent -
3. sites -
4. clarification -
5. vocation -

Student Competency Sheet - page 6

Criterion Evaluation (continued from previous page):

Part D - Spelling - Total Time: 3 minutes

Write the words in longhand as they are dictated.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Student Competency Sheet - page 7

Answer Key for Criterion Evaluation:

Part A -

490 Dear Ms. Newton: As you know, during the last two years we have been mailing you each month a copy of the *National*[1] *News Magazine*. We are confident that you have derived many hours of pleasure reading the news as it was[2] presented by our large and talented staff of writers and editors.

We find, though, that the February issue[3] will be the last one you will receive because you have not sent us your renewal.

It is easy to renew, Ms.[4] Newton. Simply fill out and mail the enclosed card which needs no postage. We will bill you later. Yours very truly,[5] [100]

Part B -

508 Dear Mr. Sterns: Thank you sincerely for your order of Monday, April 6, for a quantity of Interboro[1] sporting goods. Unfortunately, we cannot ship your order on open account because our credit information[2] on your company is incomplete.

As time is short, Mr. Sterns, may we suggest that you mail us your advance[3] check for $380. As soon as we receive it, we will ship your order. We will, of course, make[4] further credit investigations in the hope that we can offer you our regular terms on future orders.[5] Sincerely yours, [103]

Student Competency Sheet - page 8

Answer Key for Criterion Evaluation (continued from previous page):

Part C -

1. To tune the engine properly, Joe needs more tools.
2. To do a job halfway is not good enough.
3. Joan was told to prepare the report carefully.
4. correct
5. correct

Part D -

1. receiving
2. statistical
3. aptitude
4. dynamic
5. convenient
6. potential
7. tedious
8. dependability
9. collision
10. recommendation

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 11 Takes practiced dictation at 55 words per minute and transcribes

Performance Objective: 01 Given:

A. three minutes of practiced dictation from Lessons 57-70 in Gregg Shorthand, Series 90, you will transcribe at the typewriter for 10 minutes with 95% accuracy according to the grading scale below.

Grade	Error Limit
A or P+	4-5
B or P	6-7
C or P-	8-9
D	10-11
E	12 or more

B. one plate of practiced material from Lessons 57-70 in Gregg Shorthand, Series 90, you will read at a rate of 120 words per minute with not more than four errors;
C. ten items from Transcription Skill Builders, you must achieve 80% accuracy; and
D. ten spelling words from the side margins of Lessons 57-70, you must achieve 90% accuracy.

You may use a reference manual and dictionary on Part A only. Your textbook may not be used as a reference.

Learning Activities:

Introduction: You are now entering into a phase which is the ultimate goal of shorthand--transcription. The recording of shorthand dictation at high rates is of little value unless an accurate typewritten transcript is made of the notes.

Transcription has been defined as a number of skills rather than a single skill. In order to transcribe, the student first must possess good typewriting skills; second, she/he must have certain minimum abilities in English; and third, she/he must be able to read her/his shorthand fluently.

From this point forward, you will be reviewing various English skills such as: spelling, punctuation, word division, grammar, proofreading, vocabulary,

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

how to dictate, etc. You need to purchase a pocket dictionary for your personal use even though an unabridged dictionary and several small word division and/or spelling books will be in your classroom.

A suggestion to help you with spelling is to type any word that must be looked up frequently or that is missed in transcription on a card.

Try to avoid dividing any words except the most obviously divisible words at the end of the line. If you must divide a word, the best procedure is to consult a dictionary if you are not 100 percent sure. Certain principles of word division may be learned, but there are so many of them that a safer rule is to divide seldom and when in doubt to look it up! For example, never divide two letter word endings such as: ed, en, ly, er, etc.

You may wish to purchase a good reference manual sometime during your shorthand class. Consult your instructor as to which ones are recommended. Once you purchase a reference manual, learn where everything is located. You may wish to mark frequently used pages on the front or back cover. In times of doubt during transcription, your reference manual and word divider/speller will be your best friends! Get into the habit of looking information up for yourself--don't make a nusiance of yourself by constantly asking your co-worker or boss answers to questions that you can look up for yourself. Also, you have the security of knowing that you looked up the answer and that it is correct.

In this competency, your instructor will be reviewing simple letter placement rules: setting margins, inside addresses, closing, and one letter style (block with open punctuation). Do not worry if your letter is not properly centered on the page, you will refine this technique later.

Be aware of all punctuation. Your employer may or may not dictate punctuation. If the employer does not, then you supply the punctuation. This is a great responsibility and reflects on both the boss and the secretary. Therefore, learn as much as possible about transcription techniques. Plan to complete this competency in ten to eleven days or less.

1. In Lessons 57-70, proceed as in the previous competency:

   a. Read each lesson before previewing with your instructor. Before writing the lessons as homework, have a friend time you and compute your reading rate. Try for a goal of 120 words per minute. Time your partner.
   b. Write each lesson as homework, being careful to punctuate the transcription quizzes at the end of each lesson and indicate the reason for each comma.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

c. Complete the correlating workbook assignments and have your instructor correct them before taking the taped material.
d. Obtain the correlating tape for each lesson and complete. Your dictation rates will be 60-70 on Multi-Channel Tapes (Channel A). This may be faster than you can take comfortably, but stick to it. If you miss a word, leave a blank space and go on. If you have mastered this speed range, ask your instructor for faster tapes, Channel B, 70-80 or Channel C, 80-90.
e. When you complete the tape, transcribe the transcription quiz (last letter) plus any other letter you wish. Set your timer for 10 minutes. Ask your instructor to show you how to set your typewriter margins according to a Letter Placement Chart. Use the current date, any three-line address that corresponds to the letter salutation, closing, instructor's name in signature block, and your reference initials in lower case letters. Use a separate sheet of typing paper for each letter and block form with open punctuation. Type for 10 minutes. When time is up, proofread using Student's Transcript. Assign your transcript a grade from the grading scale given in the Performance Objective. Remember to leave a blank space if you do not know a word. Turn in transcription to your instructor.
f. Study each Building Transcription Skill carefully in Lessons 57-70. Add these rules to your notebook to study for the Criterion Evaluation. Also, add the difficult spelling words to your spelling section.

2. Study the Grammar Checkup, page 271 in your textbook, carefully on expressing parallel ideas in parallel form. Rewrite the sentences below that are not in parallel form. Write C underneath if correct.

a. Our shorthand class is challenging and an inspiration.

b. The duties of the secretary are:
1. To greet clients.
2. Typing all correspondence.
3. To take dictation.

c. Our offset press is inexpensive, efficient, and it is easily operated.

d. The students have already started reviewing and to cram.

e. Everyone worked quickly and efficiently.

Student Competency Sheet - page 4

Learning Activities (continued from previous page):

Alternate Learning Activity:

1. Ask your instructor for your next group of geographical flash cards. Choose a classmate and practice reading and writing these.

Student Competency Sheet - page 5

Criterion Evaluation:

Given:

A. three minutes of dictation (line or on tape) at 55 words per minute, you will transcribe for 10 minutes with 95% accuracy. The letters are to be set up according to your letter placement chart on separate sheets of typing paper. Correct as you type with an eraser or correction tape;
B. one plate containing practiced material, you will read at 120 words per minute with not more than four errors;
C. ten items from the Transcription Skill Builders containing parallel sentence structure and vocabulary, you must achieve 80% accuracy in 15 minutes; and
D. ten spelling words from the side margins of Lessons 57-70, you must achieve 90% accuracy.

Equipment and Materials: Typewriter, typing paper, notebook, and fine point pen

References: Dictionary and reference manual (Part A only)

Time Limit: 32 minutes

Student Competency Sheet - page 6

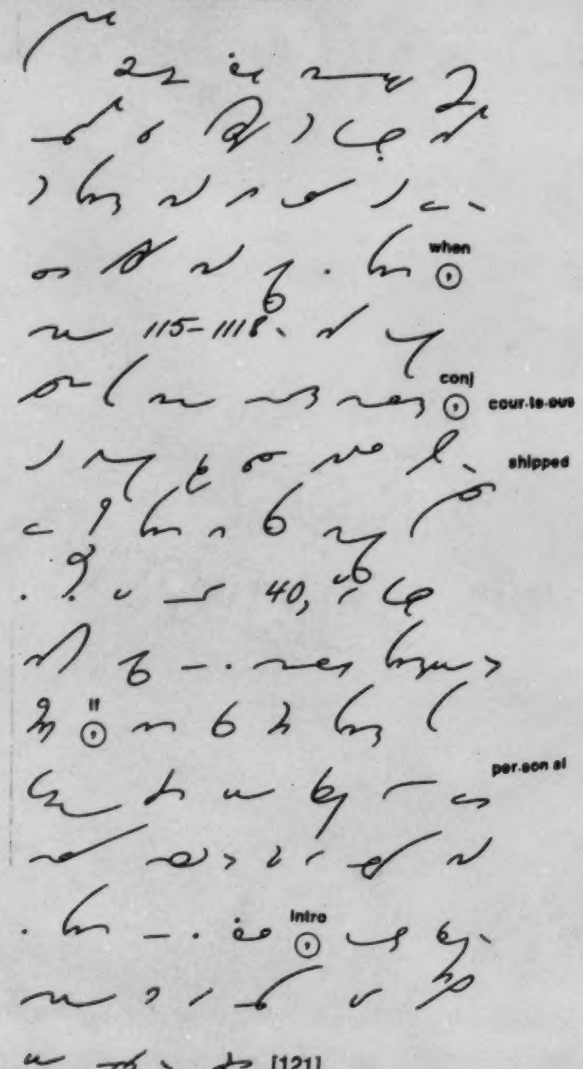
Criterion Evaluation (continued from previous page):

Part A - Transcription from Dictation - Total Time: 13 minutes

You will take three minutes of practiced dictation at 55 words per minute. You will have 10 minutes to transcribe your notes.

Part B - Reading from Practiced Material - Total Time: 1 minute

You will read Plate 538 in one minute.



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Student Competency Sheet - page 7

Criterion Evaluation (continued from previous page):

Part C - Transcription Skills - Total Time: 15 minutes

Parallel Sentence Structure - Rewrite the sentences below that do not have parallel form. Write C below the sentence if it is correct.

1. The letter was clear, concise, and correct.

   _____

2. Getting a job is one thing, to hold it is another.

   _____

3. His job is to receive goods and inventorying.

   _____

4. Get one who can type, and to receive callers.

   _____

5. Each morning dust your desk, sort the mail, and your typewriter should be cleaned.

   _____

Define the following words briefly:

1. defray -
2. impartial -
3. dynamic -
4. commendation -
5. conceivably -

Student Competency Sheet - page 8

Criterion Evaluation (continued from previous page):

Part D - Spelling - Total Time: 3 minutes

Write the words in longhand as they are dictated.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Student Competency Sheet - page 9

Answer Key for Criterion Evaluation:

Part A -

533 Dear Ms. Harvey: Thank you for your order for six of our No. 18 tennis rackets. These rackets will be shipped[1] shortly from our Chicago warehouse.

We are enclosing a copy of our latest tennis catalog. We think[2] you will be pleased with the low prices of our tennis equipment. An order blank is enclosed with the catalog.[3] Yours very truly, [64]

554 Dear Ms. Thomas: Thank you for your letter regarding the bank statement that reached you in an unsealed envelope. We[1] pride ourselves on taking every precaution to keep our depositors' financial affairs completely confidential.[2] We are grateful to you for calling this matter to our attention.

We are taking steps, Ms. Thomas, to[3] see that all your future statements arrive in a sealed envelope.

The next time you have business that necessitates[4] your personal visit to the Mutual Trust Company, please stop in to see me. My office is on the second[5] floor. Sincerely yours, [104]

Part B -

538 Dear Mrs. Wilson: Here is one of the most convenient methods yet devised for placing your orders for books[1] you want to read and own. When you decide you want to buy a book, call 115-1118. Your order will[2] be taken by one of our courteous clerks, and it will be shipped within two or three days. On each book you buy you[3] will be able to make a saving of more than 40 percent over the price you would have to pay in a[4] commercial bookstore.

If you wish, you can pay for your books by personal check or charge them on your credit card.

So the[5] next time you want a book in a hurry, let us serve you. Call us at any time of the day or night. Sincerely[6] yours, [121]

Student Competency Sheet - page 10

Answer Key for Criterion Evaluation (continued from previous page):

Part C -

1. correct
2. Getting a job is one thing, but holding it is another.
3. His job is receiving goods and to take inventory.
4. Get one who can type and who can receive callers.
5. Each morning, dust your desk, sort the mail, and clean your typewriter.

1. Defray - to provide for the payment of.
2. Impartial - fair, showing no favoritism.
3. Dynamic - forceful
4. Commendation - praise
5. Conceivably - possibly

Part D -

1. economical
2. immediately
3. dissatisfied
4. thoroughly
5. exhausted
6. reputable
7. brochure
8. unprecedented
9. urgently
10. judicious

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 12 Takes unpracticed dictation at 60 words per minute for three minutes and transcribes

Performance Objective: 01 You will be dictated two three-minute takes (three short business letters each) consisting of new material at a rate of 60 words per minute. The letters will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 1-10. You will be allowed 30 minutes for transcription and production of a final typed copy of one of the takes. Grades will be assigned according to the scale below based on 95% accuracy.

60 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-5	3%	97%
P or B	6-7	4%	96%
P- or C	8-9	5%	95%
E or D	10-11		
E	12 or more		

Your letters must be typed in block style with open punctuation and no paragraph indentions. No references other than a standard dictionary and reference manual will be permitted.

Learning Activities:

Introduction: Now that you have completed shorthand theory, Gregg Shorthand, Series 90, you are ready to learn the more refined mechanics of dictation and transcription in Gregg Dictation and Introductory Transcription.

The biggest complaint of business executives about their secretaries and stenographers is the fact that they cannot spell, punctuate, and use correct grammar. Your boss will not always dictate "word for word" every piece of correspondence that goes out of the office. Oftentimes, the executive will tell you what to say and ask you to compose a letter at the typewriter for his/her signature. This places a big responsibility upon your shoulders to see that it is correctly written, punctuated, and contains no misspellings.

These "complaints" are reasons enough for you to want to become the very best secretary that your ability will allow you to be. When you are good at your job, it not only pays off in dollars but you feel good about yourself thus creating a positive attitude which just might be contagious! During this

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

semester, adopt some "PPP," personal positive philosophy. Make up your own, but some might say:

a. Every day in every way I am becoming better and better.
b. I am free of personal limitations.
c. I will achieve greater personal confidence.
d. I am the center of my universe; my world revolves around me.
e. I act differently because I am different. I am growing each day.
f. I am the master of my destiny.

Even though your instructor has set up dictation/transcription goals for you this semester, you can determine now a goal for yourself.

You will be studying spelling, punctuation, grammar, vocabulary, and transcription techniques more thoroughly this semester. Your ability to handle the mechanics of the English language and transcription skills will improve from day to day. You will watch your dictation speed go from 50 or 60 words per minute to possibly 120 words per minute or higher.

Your plan of study for each lesson will be basically the same with higher goals being set periodically. Make each day a challenge and good luck to you!

1. Ask your instructor for a Goal Chart for this semester. Your instructor will explain the overall goals and activities listed on this chart which will cover the remainder of this class.

2. Read Part I, "Your Speed Building Program," pages 10-11 in your textbook. This will be both your home and class practice program along with various other added activities from time to time. Refer back to these pages in the future if needed. You will continue to turn in your homework and workbook assignments to your instructor. Write the theory words at the beginning of each lesson from the key below the shorthand plate. Words written incorrectly should be practiced several times. Use an index card to cover the shorthand. Also, obtain the correlated tape and take the dictation for speed building. At the end of each taped lesson, transcribe the Transcription Quiz and self-check using the Student's Transcript. Be able to read any letter from your homework notes that your instructor might choose. Try to pace your reading rate according to the Goal Chart. Continue to keep a notebook which contains Building Transcription Skills, Vocabulary Builders and the spelling words printed in green from lesson's Reading and Writing Practice. These items will be included in separate competencies this semester.

3. Ask your instructor to review you on the block letter style with open punctuation and no paragraph indention. Type all Transcription Quizzes in this manner.

Student Competency Sheet - page 3

Learning Activities (continued from previous page):

4. Read Chapter I Introduction, "Goodwill," pages 12-13, in your textbook. Keep these chapter introductions in mind as you plan to enter the "real work world." Many words of advice will be covered that will, no doubt, be helpful to you on the job.

5. Review the Comma Brushup, pages 14-15, in your textbook before writing the lessons for this chapter.

6. Ask your instructor to set you for several two-minute timed writings. Figure your speed on the best timing and circle all errors. Turn in to your instructor for evaluation.

7. See your instructor for a teacher-prepared speed development tape for each of Lessons 1-10. These will be two minute takes dictated at 60-70-80-90 words per minute.

8. After you have your dictation speed up to 60 words per minute consistently, have your instructor dictate two letters of unpracticed material. Set your timer and transcribe for 30 minutes, correcting errors. If you can do this, you should be able to complete the Criterion Evaluation.

9. After you have completed the activities for Lessons 1-10, ask your instructor for the Criterion Evaluation.

Alternate Learning Activities:

1. If you can take dictation rapidly, but have difficulty with transcription, you should transcribe the homework lessons also. Divide the transcription time into total words transcribed and try to improve your transcription rate each week.

2. Your instructor might choose to dictate or tape some new matter dictation for you to take home and practice. Of course, you would need a cassette player at home.

Student Competency Sheet - page 4

Criterion Evaluation:

You will be dictated two three-minute takes containing business letters comparable to that in Gregg Dictation and Introductory Transcription, Lessons 1-10. The dictation will be at 60 words per minute. You will be given 30 minutes to transcribe your best take, proofread, and make any necessary corrections. Use block letter style, open punctuation, and no paragraph indentions. Set top and side margins for short letters. You will need two or three letterheads, correction materials, and a dictionary. Type an envelope for each letter even if time is called. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be given according to the scale given in the Performance Objective based on 95% accuracy.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 13 Takes unpracticed dictation at 70 words per minute for three minutes and transcribes

Performance Objective: 01 You will be dictated two three-minute takes at a rate of 70 words per minute. The letters will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 11-20. You will be allowed 30 minutes for transcription and production of a final typed copy of one of the takes. Grades will be given according to the scale below based on 95% accuracy.

70 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-6	3%	97%
P or B	7-8	4%	96%
P- or C	9-11	5%	95%
E or D	12-13		
E	14 or more		

Your letters must be typed in modified block style, mixed punctuation, and paragraph indentions. No references other than a standard dictionary and a reference manual will be permitted.

Learning Activities:

Introduction: Your dictation rate should increase by 10 words to 70 words per minute consistently by the time you finish the activities for Lessons 11-20.

Continue to work on your typing speed and keep trying for 40 words per minute on your five-minute timings.

Taking dictation at 60 or 70 words per minute is the minimum level of skill at which a person may be employed and is a good start toward a more proficient skill level in shorthand. With the help of the Multi-Channel Tapes and teacher-prepared Speed Development Tapes, try to achieve this dictation rate within the next two weeks.

1. Continue your homework practice with the textbook and workbook. Turn these in to your instructor. Always be prepared to read aloud from

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

your notes when asked to do so. When using the Multi-Channel Tapes, choose a channel that dictates 10 words per minute faster than the last dictation test. You will feel somewhat uncomfortable with this speed but try to push yourself until this speed is natural. Again, increase the speed by 10. Your goal should always be above your present level of competency in order to push on to the next goal rate.

2. Ask your instructor for the teacher-made Speed Development Tape. Practice the correlated tapes until you can get all of the dictation. You will have increased your dictation rate by 20 words per minute. The Criterion Evaluation at 70 words per minute will seem easy if you keep up this practice.

3. When you are taking shorthand at 70 words per minute consistently, have your instructor dictate two letters of new material for two minutes each or two short letters on each two minute take. Transcribe for 30 minutes and turn in an accurately typed copy of one of the takes. If you can do this, you should be able to complete the Criterion Evaluation.

4. If you still need practice, ask a classmate to dictate to you at 70 words per minute.

5. When you have completed the activities for Lessons 11-20 satisfactorily, see your instructor for the Criterion Evaluation.

Alternate Learning Activity:

1. After the completion of Lessons 1-20, you should be ready for the monthly test from Gregg Tests and Awards.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two takes each lasting two minutes and containing two short business letters comparable to those in Gregg Dictation and Introductory Transcription, Lessons 11-20. The dictation will be at 70 words per minute. You will be given 30 minutes to transcribe the best take at a typewriter, proofread, and make any necessary corrections. Use modified letter style, mixed punctuation, and paragraph indentions. You will need two or three letterheads, correction materials, and a dictionary. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be assigned according to the scale given in the Performance Objective. No references other than a standard dictionary and a reference manual may be used.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 13 Reads aloud from practiced material at 140 words per minute with 95% accuracy

Performance Objective: 02 Given a practiced plate(s) from one of the latest homework assignments in Lessons 11-20, you will read at a rate of 140 words per minute with 95% accuracy (not more than 7 errors).

Grade	Error Limit
P+ or A	0-5
P or B	6
P- or C	7-8
E or D	8 or more

Learning Activities:

1. After you have finished writing your homework, have a member of your family time you as you read aloud for one minute. Choose a plate approximately 140 words in length or any combination of two or more plates that equal 140 words. The person doing the timing should have a Student Transcript and note any errors made. Keep trying until you can read at the rate suggested in the Performance Objective.

2. You may also ask a classmate (or your instructor) to time you as you read aloud. Let them choose the plate as you read from your homework notes.

3. When you can read 140 words per minute consistently with 95% accuracy or not more than seven errors, ask your instructor for the Criterion Evaluation.

Student Competency Sheet - page 2

Criterion Evaluation:

You will read aloud to your instructor any plate or combination of plates containing 140 words on a one minute timing. You must read with 95% accuracy (not more than seven errors). Your instructor will choose the plate from any practiced material covering Lessons 11-20 in Gregg Dictation and Introductory Transcription.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 14 Takes unpracticed dictation at 80 words per minute for three minutes and transcribes

Performance Objective: 01 You will be dictated two three-minute takes at 80 words per minute. The letters comprising the takes will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 21-30. You will be allowed 30 minutes for transcription and production of a final typed copy of one of the takes. Grades will be assigned according to the scale below based on 97% accuracy.

80 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-2	1%	99%
P or B	3-5	2%	98%
P- or C	6-7	3%	97%
E or D	8-10	4%	96%
E	11 or more		

Your letters must be typed in modified block style, mixed punctuation, and no paragraph indentions. No references other than a standard dictionary and reference manual will be permitted.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation skill to 80 words per minute. You should also be working hard trying to improve your typing speed to 45 words per minute on five-minute timings. Taking dictation at 80 words per minute along with other basic secretarial skills will enable you to obtain a higher entry-level job upon graduation. You should strive to increase your speed from 70 to 80 words per minute within approximately two weeks.

1. Complete the basic home and class assignments as you have been doing.

   a. Write each lesson once. Don't forget to cover the theory words at the beginning of each lesson with an index card. Write the outlines from the key below the words. Check to see if you wrote any of the words incorrectly. If so, write these words several times. Have your instructor or another student time and check your reading rate frequently.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

b. Complete the correlating workbook assignment and have your instructor to evaluate.
c. Obtain and take the correlating Multi-Channel Tape. Be sure to choose a speed at least 10 words per minute faster, your Criterion Evaluation will be dictated at 80 words per minute.
d. Transcribe the Transcription Quiz from your tape notes. Self-check using the Student's Transcript. Turn in this activity to your instructor.

2. See your instructor for the prepared tapes on Speed Development for Lessons 21-30.

3. When you are taking dictation at 80 words per minute consistently, have your instructor dictate two three-minute takes at that rate. Transcribe the best take for 30 minutes, proofread, and make corrections. Give the completed transcript to your instructor.

4. If you have completed Activity 4 successfully, see your instructor for the Criterion Evaluation. If not, your instructor will assign extra practice material for you.

Alternate Learning Activities:

1. Use the radio or TV as a source of transcription material. Try writing in shorthand a speech made on radio or TV, the evening news, or getting the lyrics to your favorite songs. Type your notes. Show your instructor your transcript.

2. Your instructor will refer you to an individual or office having some dictation to give. This will provide you a good opportunity to transcribe shorthand in an actual on-the-job assignment. Keep in mind that you will be taking dictation from and transcribing for many individuals if you work in a stenographic pool after graduation.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two three-minute takes containing short business letters comparable to those in Gregg Dictation and Introductory Transcription, Lessons 21-30. The dictation will be at 80 words per minute. You will have 30 minutes to transcribe your best take, proofread, and make any necessary corrections. Use modified block letter style, mixed punctuation, and no paragraph indentions on letterhead. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be given according to the scale given in the Performance Objective based on 97% accuracy. No references other than a standard dictionary and a reference manual will be permitted.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 15 Takes unpracticed dictation at 90 words per minute for three minutes and transcribes

Performance Objective: 01 You will be dictated two three-minute takes at 90 words per minute. The letters comprising the takes will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 31-40. You will be allowed 30 minutes for transcription and production of a final copy of one of the takes. Grades will be assigned according to the scale below based on 97% accuracy.

90 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-3	1%	99%
P or B	4-5	2%	98%
P- or C	6-8	3%	97%
E or D	9-11	4%	96%
E	12 or more		

Your letters must be typed in AMS style on letterhead. No references other than a standard dictionary and a reference manual may be used.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation skill to 90 words per minute. Your typing speed should be approximately 45-50 words per minute on a five-minute straight copy timing. Try to complete this competency within two weeks.

1. Have your instructor choose any plate or combination of plates containing 160 words for you to read aloud from each of Lessons 31-40. You will be timed for one minute as you read from your homework notes.

2. Proceed with the usual home and class activities:

   a. Write each lesson once. Remember to cover the theory words with an index card before you write them. Self-check and write those outlines missed several times.
   b. Complete correlating workbook lessons and have your instructor check your accuracy.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

c. Take correlating Multi-Channel tape. Choose a channel at least 10 words per minute higher than your last speed take. Your Criterion Evaluation will be dictated at 90 words per minute on new material; therefore, you must push on to 90 words per minute consistently.
d. Transcribe the Transcription Quizzes from your tape notes. Self-check using Student's Transcript. Give this activity to your instructor.

3. See your instructor for the prepared speed development tapes for Lessons 31-40.

4. If you are taking dictation at 90 words per minute consistently, ask your instructor to dictate two three-minute takes from new material. Set your timer for 30 minutes and transcribe your notes. Proofread and correct all errors before giving to your instructor for evaluation.

5. If you completed Activity 4 successfully see your instructor for the Criterion Evaluation. If you did not, your instructor will dictate another practice take.

Alternate Learning Activities:

1. Use the radio or TV as a source of transcription material. Try writing in shorthand a speech made on radio or TV, the evening news, or getting the lyrics to your favorite songs. Type your notes. Show your instructor your transcript.

2. Your instructor will refer you to an individual or office having some dictation to give. This will provide you a good opportunity to transcribe shorthand in an actual on-the-job assignment. Keep in mind that you will be taking dictation from and transcribing for many individuals if you work in a stenographic pool after graduation.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two three-minute takes containing business letters comparable to those in Gregg Dictation and Introductory Transcription, Lessons 31-40. The dictation will be at 90 words per minute. You will have 30 minutes to transcribe your best take, proofread, and make any necessary corrections. Use modified block letter style, mixed punctuation, and paragraph indentions. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be given according to the scale given in the Performance Objective based on 97% accuracy. No references other than a standard dictionary and a reference manual will be used.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 15 Reads aloud from practiced material at 160 words per minute with 95% accuracy

Performance Objective: 02 Given a practiced plate(s) from one of the homework assignments in Lessons 31-40, you will read at a rate of 160 words per minute with 95% accuracy (not more than 8 errors).

Grade	Error Limit
P+ or A	0-5
P or B	6
P- or C	7-8
E or D	9 or more

Learning Activities:

1. After you have finished writing your homework, have a member of your family time you as you read aloud for one minute. Choose a plate approximately 160 words in length or any combination of two or more plates that equal 160 words. The person doing the timing should have a Student Transcript and note any errors made. Keep trying until you can read at the rate suggested in the Performance Objective.

2. You may also ask a classmate (or your instructor) to time you as you read aloud. Let them choose the plate as you read from your homework notes.

3. When you can read 160 words per minute consistently with 95% accuracy or not more than seven errors, ask your instructor for the Criterion Evaluation.

Student Competency Sheet - page 2

Criterion Evaluation:

You will read aloud to your instructor any plate or combination of plates containing 160 words on a one-minute timing. You must read with 95% accuracy (not more than 8 errors). Your instructor will choose the plate(s) from any practiced homework covering Lessons 31-40 in Gregg Dictation and Introductory Transcription.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 16 Takes unpracticed dictation at 100 words per minute and transcribes

Performance Objective: 01 You will be dictated two three-minute takes at 100 words per minute. The letters comprising the takes will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 41-50. You will be allowed 30 minutes for transcription and production of a final copy of one of the takes. Grades will be assigned according to the scale below based on 97% accuracy.

100 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-3	1%	99%
P or B	4-6	2%	98%
P- or C	7-9	3%	97%
E or D	11-12	4%	96%
E	13 or more		

Your letters must be typed in block style and open punctuation on letterhead. No references other than a standard dictionary and a reference manual may be used.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation skill to 100 words per minute. Your typing speed should be 50 words per minute on a five minute straight copy now. Try to complete this competency in approximately two weeks.

1. Have your instructor choose any plate or combination of plates totaling 160 words for you to read aloud from each of Lessons 41-50. You will be timed for one minute as you read from your homework notes.
2. Proceed with the usual home and class activities:
   a. Write each lesson once. Remember to cover the theory words with an index card before you write them. Self-check and write those outlines missed several times.
   b. Complete correlating workbook lessons and have your instructor check your accuracy.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

c. Take correlating Multi-Channel Tape. Choose a channel at least 10 words per minute higher than your last speed take. Your Criterion Evaluation will be dictated at 100 words per minute on new material; therefore, you must push on to 100 words per minute consistently.
d. Transcribe the Transcription Quizzes from your tape notes. Self-check using Student's Transcript. Give this activity to your instructor.

3. See your instructor for the prepared speed development tapes for Lessons 41-50.

4. If you are taking dictation at 100 words per minute consistently, ask your instructor to dictate two three-minute takes from new material. Set your timer for 30 minutes and transcribe your notes. Proofread and correct all errors before giving to your instructor for evaluation.

5. If you completed Activity 4 successfully see your instructor for the Criterion Evaluation. If you did not, your instructor will dictate another practice take.

Alternate Learning Activities:

1. Use the radio or TV as a source of transcription material. Try writing in shorthand a speech made on radio or TV, the evening news, or getting the lyrics to your favorite songs. Type your notes. Show your instructor your transcript.

2. Your instructor will refer you to an individual or office having some dictation to give. This will provide you a good opportunity to transcribe shorthand in an actual on-the-job assignment. Keep in mind that you will be taking dictation from and transcribing for many individuals if you work in a stenographic pool after graduation.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two three-minute takes at 100 words per minute. The dictation will be new material comparable to that found in Gregg Dictation and Introductory Transcription, Lessons 41-50. You will have 30 minutes to transcribe your best take, proofread, and make any necessary corrections. Use AMS letter style on letterhead. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be assigned according to the scale given in the Performance Objective based on 97% accuracy. No references other than a standard dictionary and a reference manual may be used.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 17 Takes unpracticed dictation at 110 words per minute and transcribes

Performance Objective: 01 You will be dictated two three-minute takes at 110 words per minute. The letters comprising the takes will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 51-60. You will be allowed 30 minutes for transcription and production of a final copy of one of the takes. Grades will be assigned according to the scale below based on 97% accuracy.

110 words per minute/3 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-3	1%	99%
P or B	4-7	2%	98%
P- or C	8-10	3%	97%
E or D	11-13	4%	96%
E	14 or more		

Your letters must be typed in modified block style, mixed punctuation, and no paragraph indention on letterhead. No references other than a standard dictionary and reference manual may be used.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation skill to 110 words per minute. Your typing speed should be 50-55 words per minute on a five minute straight copy by now. Try to complete this competency within two weeks.

1. Proceed with the usual home and class activities:

   a. Write each lesson once. Remember to cover the theory words with an index card before you write them. Self-check and write those outlines missed several times.
   b. Complete correlating workbook lessons and have your instructor check your accuracy.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

c. Take correlating Multi-Channel Tape. Choose a channel at least 10 words per minute higher than your last speed take. Your Criterion Evaluation will be dictated at 110 words per minute on new material; therefore, you must push on to 110 words per minute consistently.
d. Transcribe the Transcription Quizzes from your tape notes. Self-check using Student's Transcript. Give this activity to your instructor.

2. See your instructor for the prepared speed development tapes for Lessons 51-60.

3. When you can take dictation at 110 words per minute and type 60 words per minute, you have reached a professional level. You will be placed in a local business for a period of one or two weeks. This activity will give you knowledge of the types of work available and better equip you to enter the job market.

4. Ask your instructor to dictate two five-minute takes of unpracticed material. Proofread, correct, and turn in your best take. You will have 45 minutes to transcribe. If you can successfully do this activity, you are ready for the Criterion Evaluation.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two three-minute takes at 110 words per minute. The dictation will be new material comparable to that found in Gregg Dictation and Introductory Transcription, Lessons 51-60. You will have 30 minutes to transcribe your best take, proofread, and make any necessary corrections. Use block letter style and open punctuation on letterhead. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be assigned according to the scale given in the Performance Objective based on 97% accuracy. No references other than a standard dictionary and a reference manual may be used.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 17 Reads aloud from practiced material at 180 words per minute with 95% accuracy

Performance Objective: 02 Given a practiced plate(s) from one of the latest homework assignments in Lessons 51-60, you will read at a rate of 180 words per minute with 95% accuracy (not more than 9 errors).

Grade	Error Limit
P+ or A	0-5
P or B	6-7
P- or C	8-9
E or D	10 or more

Learning Activities:

1. After you have finished writing your homework, have a member of your family time you as you read aloud for one minute. Choose a plate approximately 180 words in length or any combination of two or more plates that equal 180 words. The person doing the timing should have a Student Transcript and note any errors made. Keep trying until you can read at the rate suggested in the Performance Objective.

2. You may also ask a classmate (or your instructor) to time you as you read aloud. Let them choose the plate as you read from your homework notes.

3. When you can read 180 words per minute consistently with 95% accuracy or not more than seven errors, ask your instructor for the Criterion Evaluation.

Student Competency Sheet - page 2

Criterion Evaluation:

You will read aloud to your instructor any plate or combination of plates containing 180 words on a one minute timing. You must read with 95% accuracy (not more than nine errors). Your instructor will choose the plate from any practiced homework covering Lessons 51-60 in Gregg Dictation and Introductory Transcription.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 18 Takes unpracticed dictation at 120 words per minute and transcribes

Performance Objective: 01 You will be dictated two five-minute takes at 120 words per minute. The letters comprising the takes will be comparable to those in Gregg Dictation and Introductory Transcription, Lessons 61-80. You will be allowed 30 minutes for transcription and production of a final copy of one of the takes. Grades will be assigned according to the scale below based on 97% accuracy.

120 words per minute/5 minute takes

Grade	Error Limit	Error Allowance	Accuracy
P+ or A	0-6	1%	99%
P or B	7-12	2%	98%
P- or C	13-18	3%	97%
E or D	19-24	4%	96%
E	25 or more		

Your letters must be typed in block style with open punctuation on letterhead. No references other than a standard dictionary and reference manual may be used.

Learning Activities:

Introduction: This competency is designed to enable you to increase your shorthand dictation skill to 120 words per minute. Your typing speed should be 60 words per minute or better on a five-minute timing. Try to complete this competency within two weeks.

1. Proceed with the usual home and class activities:

   a. Write each lesson once. Remember to cover the theory words with an index card before you write them. Self-check and write those outlines missed several times.
   b. Complete correlating workbook lessons and have your instructor check your accuracy.
   c. Take correlating Multi-Channel Tape. Choose a channel at least 10 words per minute higher than your last speed take. Your Criterion Evaluation will be dictated at 120 words per minute on new material; therefore, you must push on to 120 words per minute consistently.

Student Competency Sheet - page 2

Learning Activities (continued from previous page):

d. Transcribe the Transcription Quizzes from your tape notes. Self-check using Student's Transcript. Give this activity to your instructor.

2. See your instructor for the prepared speed development tapes for Lessons 61-80.

3. When you can take dictation at 120 words per minute and type 60 words per minute, you have reached a professional level. You will be placed in a local business for a period of one or two weeks. This activity will give you knowledge of the types of work available and better equip you to enter the job market.

4. Ask your instructor to dictate two five-minute takes of unpracticed material. Proofread, correct, and turn in your best take. You will have 45 minutes to transcribe. If you can successfully do this activity, you are ready for the Criterion Evaluation.

Student Competency Sheet - page 3

Criterion Evaluation:

You will be dictated two five-minute takes containing business letters comparable to those in Gregg Dictation and Introductory Transcription, Lessons 61-80. The dictation will be at 120 words per minute. You will have 45 minutes to transcribe your best take, proofread, and make any necessary corrections. Use modified block letter style with mixed punctuation and indented paragraphs on letterhead. Type an envelope for each letter. Each of the following shall count as one error:

1. Incorrectly transcribed words.
2. Omissions or additions of words.
3. Any deviation from the dictated copy which changes the meaning.
4. Major punctuation errors which affect the content of the copy.
5. Misspelled words.
6. Uncorrected typographical errors.
7. Messy or blurred corrections. Use an eraser or correction tape only.
8. Strikeovers

Grades will be assigned according to the scale given in the Performance Objective based on 97% accuracy. No references other than a standard dictionary and a reference manual may be used.

STUDENT COMPETENCY SHEET

Unit: Shorthand I

Competency Statement: 19 Spells 405 Most Frequently Misspelled Words with 92% accuracy

Performance Objective: 01 Given a list of 405 Most Frequently Misspelled Words, you will spell 100 of the words on a two-part test. You must achieve 92% accuracy with not more than four wrong on each part.

Learning Activities:

Introduction: When trying to learn and remember the spelling of difficult words, concentrate on the letters you are saying aloud while writing the word and use the following senses in the process:

A. Sight - Look at the word; then look at it again.
B. Speech - Say the word aloud, letter by letter.
C. Hearing - While you say the letter aloud, your ears convey the sound to the brain.
D. Touch - Use a pen to write the word.

Make a conscious effort to employ the above learning process as you study the spelling words in Activity 1. Remember that good spellers are "made," not born. If you do not learn the art of spelling, most likely you will be poor at proofreading your transcripts. The "mailable transcript," which the boss will be waiting so impatiently to sign, is the end result of all your skills (dictation, grammar, punctuation, spelling, etc.). Also, the better you are at spelling, the more time and interruptions you will save yourself. Remember, if you are 100% sure, you do not have to stop and look it up!

1. Read over the handout, "405 Most Frequently Misspelled Words." Practice a column at a time, then have a family member or classmate to test you orally. Study carefully those missed. Continue studying all of the words until you are able to pass the Criterion Evaluation. This may take approximately two weeks, studying for a few uninterrupted minutes each day.

2. When you have practiced sufficiently, see your instructor for the Criterion Evaluation. If you do not pass, a different test will be given on the second attempt or third attempt.

Student Competency Sheet - page 2

Criterion Evaluation:

You will take a two-part test, each part containing 50 words chosen from the 405 Most Frequently Misspelled Words list. The test will be prerecorded on cassette. You will number 1-50 for each part and handwrite or type the correct spelling as each word is dictated. You must make 92% (maximum of four errors on each part). You may take the tests on separate days.

HANDOUT

405 Most Frequently Misspelled Words

abandoned
abscess
absence
absenteeism
absorbent

accelerated
accessible
accidentally
accommodate
accompanying

achievement
acknowledgment
acquaintance
acquisition
adherent

adhesive
adjacent
advantageous
aeronautics
affirmative

affluent
agenda
aisle
Albuquerque
alleged

allegiance
allocate
allude
aluminum
amateur

ambiguity
amendment
amortize
amphibian
analysis

analyze
announcement
annoyance
annuity
anonymous

antagonistic
anxiety
apparatus
apparel
applicable

appreciable
approximate
arbitrary
architect
arguing

artificial
assassinate
astronaut
atrocious
attorneys

auctioneer
audible
autumn
auxiliary
awkward

bachelor
bankruptcy
barometer
basically
battalion

believable
beneficiary
benefited
bequeath
biased

binocular
bookkeeping
boundaries
brochure
bureaucracy

calendar
calculator
camouflage
campaign
canceled

capsule
career
casualty
catalog
category

celestial
cellulose
cemetery
census
changeable

chargeable
chattel
chronological
clientele
coincidence

collateral
colonel
colossal
column
commitment

committee
comparison
concede
conscience
conscientious

conscious
consensus
conspicuous
contagious
contemptible

contingent
continuous
controversy
convenience
conversion

conveyance
corporation
courageous
courteous
criticism

Handout - page 2

debris
debt
debtor
defendant
deficiency

deficit
definitely
dehydrate
dependent
depression

desirable
descendant
detrimental
dilemma
disappear

disappointment
disbursement
discrepancy
disguise
dissatisfied

dissimilar
distortion
duplicate
duress
dynamo

ecstasy
eighth
electrician
eligible
eliminate

embarrass
embezzlement
eminent
emphasize
empty

encore
encumbrance
encyclopedia
endorsement
enthusiastic

enumerate
environment
equitable
eradicate
ethical

etiquette
exaggerate
exceed
excessive
excusable

executor
exercise
enhaustible
exhibition
existence

exorbitant
extemporaneous
extension
external
extraordinary

facsimile
familiar
fascinating
feasible
feasibility

February
flammable
flexible
fluorescent
forcible

foreclosure
forfeiture
forty
fulfill
fundamental

gauge
gigantic
government
grammar
grateful

gratuitous
grievance
grudge
guarantee
guardian

haphazard
harass
hectic
height
heir

hemorrhage
hors d'oeuvre
humanitarian
hygiene
hypocrisy

illegality
illegible
illiterate
immediately
imminent

impulse
inasmuch as
incidentally
indemnity
inevitable

infinite
innocuous
innovation
inoculate
insignia

insistence
interference
interpret
interrupt
interstate

intrastate
irrelevant
irreparable
irresistible
itinerary

Handout - page 3

jeopardize
jewelry
judgment
judicious
justifiable

legitimate
leisure
liaison
libel
library

license
lieutenant
lightning
likable
likelihood

liquefy
litigation
loose
lose
luxury

maintenance
malignant
manageable
maneuver
manipulate

manuscript
matriculate
mediocre
memorandum
meticulous

miniature
miscellaneous
misspell
morale
mortgage

negotiate
nineteenth
ninety
noticeable
novice

oblige
obvious
occasionally
occurrence
offense

omission
omitted
oneself
opinion
optimism

pamphlet
parallel
parentheses
parenthesis
parochial

partially
patience
penalize
perimeter
perseverance

persuade
personnel
pharmacist
phase
phenomenon

physician
plaintiff
possessions
precede
predominant

preferable
prejudice
prerequisite
prerogative
prestige

presumptous
pretense
privilege
prohibition
promissory

proprietor
psychiatrist
psychological
publicity
pursue

quantity
questionnaire
queue
quorum
quota

ratification
reaffirm
rebellious
receipt
receive

recipient
reciprocate
recommendation
reconcile
recuperate

redeem
referendum
referred
relevant
renowned

rescind
resistance
restaurant
résumé
rhythm

salable
scarce
schedule
seize
separate

sergeant
siege
similar
simultaneous
souvenir

Handout - page 4

sponsor
stabilize
stationary
stationery
strategy

subpoena
succeed
successor
superintendent
supersede

surgeon
susceptible
symbolic
sympathize
synonymous

tangible
technique
temperature
thoroughly
through

tragedy
transferred
transition
trivial
twelfth

undoubtedly
unique
unpretentious
usage
usury

vacancies
vaccinate
vandalism
verbatim
versus

vetoes
vicinity
visibility
volume
voluntary

waive
warehouse
warranty
Wednesday
weird

CLUSTER: BUSINESS

PROGRAM AREA: SHORTHAND I

NAME _____

HIGH SCHOOL _____

SCHOOL YEAR _____

GRADE LEVEL _____

BOONE COUNTY SCHOOLS

BOONE CAREER AND TECHNICAL CENTER

PROGRAM CODE — COMPETENCY-PERFORMANCE OBJECTIVE

UNIT: SHORTHAND I

BO/SH-1/01/01: Demonstrates knowledge of course procedure and its significance in the job market

BO/SH-1/02/01: Reads and transcribes shorthand alphabet characters, words, phrases, and brief forms

BO/SH-1/03/01: Reads and transcribes shorthand amounts, salutations, and closings

BO/SH-1/04/01: Reads and transcribes word beginnings and endings

BO/SH-1/05/01: Reads, writes, and transcribes shorthand business abbreviations, days of the week, and months of the year using acceptable transcription skills

BO/SH-1/06/01: Reads, writes, and transcribes shorthand business phrases and the names of cities and states using acceptable transcription skills

BO/SH-1/07/01: Reads and transcribes at a typewriter words used in phrases and phrases with words omitted using acceptable transcription skills

BO/SH-1/08/01: Reads and transcribes at a typewriter abbreviated words both in families and not in families in accordance with correct transcription skills

BO/SH-1/09/01: Writes, reads, and transcribes at a typewriter compound and special phrases requiring intersections using acceptable transcription skills

BO/SH-1/10/01: Takes practiced dictation at 50 words per minute and transcribes

BO/SH-1/11/01: Takes practiced dictation at 55 words per minute and transcribes

BO/SH-1/12/01: Takes unpracticed dictation at 60 words per minute for three minutes and transcribes

NAME _____

CLUSTER: BUSINESS

PROGRAM AREA: SHORTHAND I

PROGRAM CODE	COMPETENCY-PERFORMANCE OBJECTIVE
BO/SH-1/13/01:	Takes unpracticed dictation at 70 words per minute for three minutes and transcribes
BO/SH-1/13/02:	Reads aloud from practiced material at 140 words per minute with 95% accuracy
BO/SH-1/14/01:	Takes unpracticed dictation at 80 words per minute for three minutes and transcribes
BO/SH-1/15/01:	Takes unpracticed dictation at 90 words per minute for three minutes and transcribes
BO/SH-1/15/02:	Reads aloud from practiced material at 160 words per minute with 95% accuracy
BO/SH-1/16/01:	Takes unpracticed dictation at 100 words per minute and transcribes
BO/SH-1/17/01:	Takes unpracticed dictation at 110 words per minute and transcribes
BO/SH-1/17/02:	Reads aloud from practiced material at 180 words per minute with 95% accuracy
BO/SH-1/18/01:	Takes unpracticed dictation at 120 words per minute and transcribes
BO/SH-1/19/01:	Spells 405 Most Frequently Misspelled Words with 95% accuracy

INSTRUCTIONAL AIDS

Typewriter

Shorthand Lab (student listening stations)

Cassette Player

Fine Point Pens

Steno Notebooks

Typing Paper

Correction Tape or Eraser

Dictionary

GOAL CHART

DICTATION/TRANSCRIPTION

LESSONS	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80
Dictation Speeds	60 wpm/3'	70 wom/3'	80 wpm/3'	90 wom/3'	110 wpm/3'	110 wpm/3'	120 wpm/5'	
Transcription Tests	95% accuracy 30' / Mailability	95% accuracy 30' / Mailability	97% accuracy 30' / Mailability	97% accuracy 30' / Mailability	97% accuracy 30' / Mailability	97% accuracy 30' / Mailability	95% accuracy 45' / Mailability	
Reading Rates (Practiced Material)	130 wpm 1'	140 wpm 1'	150 wpm 1'	160 wpm 1'	170 wpm 1'	180 wpm 1'	190 wpm 1'	200 wpm 1'
Correlating Typewriting Speeds Needed*	40 wpm 5' straight copy		45 wpm 5' straight copy		50 wpm 5' straight copy		55 wpm 5' straight copy	60 wpm 5' straight copy
Competencies Dictation/ Transcription	BO/SH-1/12/01	BO/SH-1/13/01	BO/SH-1/14/01	BO/SH-1/15/01	BO/SH-1/16/01	BO/SH-1/17/01	BO/SH-1/18/01	

*Provided the student has completed Typewriting I

SHORTHAND I - SECOND SEMESTER

PERFORMANCE RECORD CARD

NAME _____

COMPETENCY - BO/SH-1/12/01

Grade _____

Homework/ Classwork	1	_____	6	_____
	2	_____	7	_____
	3	_____	8	_____
Lessons 1-10	4	_____	9	_____
	5	_____	10	_____

COMPETENCY - BO/SH-1/13/01

Grade _____

Homework/ Classwork	11	_____	16	_____
	12	_____	17	_____
	13	_____	18	_____
Lessons 11-20	14	_____	19	_____
	15	_____	20	_____

Reading Rate - BO/SH-1/13/02

Grade _____

COMPETENCY - BO/SH-1/14/01

Grade _____

Homework/ Classwork	21	_____	26	_____
	22	_____	27	_____
	23	_____	28	_____
Lessons 21-30	24	_____	29	_____
	25	_____	30	_____

COMPETENCY - BO/SH-1/15/01

Grade _____

Homework/ Classwork	31	_____	36	_____
	32	_____	37	_____
	33	_____	38	_____
Lessons 31-40	34	_____	39	_____
	35	_____	40	_____

Reading Rate - BO/SH-1/15/02

Grade _____

COMPETENCY - BO/SH-1/16/01

Grade _____

Homework/ Classwork	41	_____	46	_____
	42	_____	47	_____
	43	_____	48	_____
Lessons 41-50	44	_____	49	_____
	45	_____	50	_____

COMPETENCY - BO/SH-1/17/01

Grade _____

Homework/ Classwork	51	_____	56	_____
	52	_____	57	_____
	53	_____	58	_____
Lessons 51-60	54	_____	59	_____
	55	_____	60	_____

Reading Rate - BO/SH-1/17/02

Grade _____

COMPETENCY - BO/SH-1/18/01

Grade _____

Homework/ Classwork	61	_____	71	_____
	62	_____	72	_____
	63	_____	73	_____
Lessons 61-80	64	_____	74	_____
	65	_____	75	_____
	66	_____	76	_____
	67	_____	77	_____
	68	_____	78	_____
	69	_____	79	_____
	70	_____	80	_____

Reading Rate - BO/SH-1/18/02

Grade _____

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